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ABSTRACT

This compilation from a seminar to provide inservice education for large city directors of vocational education across the Nation contains the 21 position papers, working synthesis reports, and position statements presented in the following topic areas: (1) Vocational Education in the Large Cities: The Context; (2) The Role of the City Director in Curriculum Development; (3) The Role of the City Director in Instructional Improvement; (4) The Role of the City Director in Personnel Development for Leadership; (5) The Role of the City Director in Influencing Policies, Decisions, and Top Management; and (6) A Relevant Potpourri (presentations on partners in vocational education, emergency disaster plans for vocational schools, and guidelines for selecting and utilizing the services of outside consultants). The report includes an executive summary of substantive content, the seminar agenda, and names and addresses of participants. (LAS)

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Leadership Training Series No. 48

1976 National Leadership Seminar for Administrators of Vocational Education in Large Cities

Developing the Leadership Potential of Urban Vocational Education Administrators

Compiled and Edited
by
Daniel E. Koble, Jr.
Mark Newton

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THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FOREWORD

Large city directors of vocational education are in a vital position to shape and affect the quality of instructional programs under their jurisdiction. Recognizing the importance of their responsibilities, The Center for Vocational Education deems the professional needs of such personnel to be a high priority.

The focus of the 1976 National Leadership Seminar for Administrators of Vocational Education in Large Cities was on developing the leadership potential of urban vocational education administrators. The thrust was directed toward developing position statements regarding the role of the large city director in four crucial areas: curriculum development, instructional improvement, personnel development for leadership, and influencing policies, decisions, and top management.

The seminar was production and outcome oriented. Many hours were devoted to intensive discussion, debate, consensus reaching, synthesis, and reaction. These activities were prerequisites to the working position papers which were developed prior to the seminar's conclusion.

The entire seminar was facilitated by a cadre of nationally recognized educational leaders who functioned both as presenters and resource persons. Their major contributions are contained within this document.

Special recognition is due Daniel E. Koble, Jr., Research Specialist, for his efforts in directing the seminar. Additional appreciation is extended to Center staff members Dallas Ator, Associate Director, Mark Newton and Kay Adams, Graduate Research Associates, Patricia Lewis, Project Secretary, and Dave Halsey, Administrative Assistant, for their assistance prior to and throughout the seminar. The cooperation of the Large Cities Planning Committee, The National Association of Large City Directors of Vocational Education, The Vocational Education Personnel Development Division, BOAE/USOE, Region V, USOE, and the Ohio Division of Vocational Education is gratefully acknowledged.

Robert E. Taylor, Director
The Center for Vocational Education

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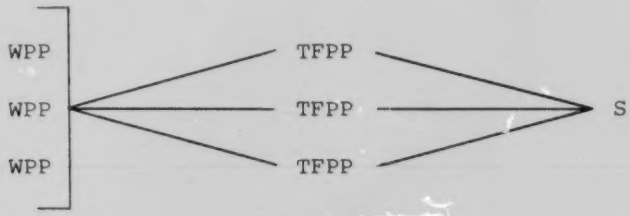
METHODOLOGY

The 1976 National Leadership Seminar for Administrators of Vocational Education in Large Cities was designed to provide in-service education for large city directors of vocational education on a nationwide basis. The focus of the seminar was on redefining roles relative to selected generic areas of responsibility.

Three position papers were developed by selected persons and presented to the seminar participants on each of the following topics: the role of the city director in curriculum development; the role of the city director in instructional improvement; the role of the city director in personnel development for leadership; and the role of the city director in influencing policies, decisions, and top management.

Following the presentation of position papers, the seminar participants grouped themselves into task forces. Three task forces were developed for each of the four topics listed above. It was the responsibility of each task force to synthesize the three position papers related to the topic addressed. The three synthesis papers were further synthesized into one paper by a synthesis team. The methodology therefore, produced one working position paper per topic. The following diagram depicts the strategy employed.



WPP = presentation of working position paper

TFPP = task force synthesis of working papers into a single task force position paper

S = synthesis of task force position papers into one position

EXECUTIVE SUMMARY OF SUBSTANTIVE CONTENT ADDRESSED AT THE 1976 NATIONAL LEADERSHIP SEMINAR FOR ADMINISTRATORS OF VOCATIONAL EDUCATION IN LARGE CITIES

1.0 Urban Change and Vocational Education

1.1 Problems facing the city today boil down to racial and ethnic conflict, fiscal crisis, and political power.

1.2 Suburbanization has caused a doughnut effect for the city--with all the dough on the outside and a hole in the middle.

1.3 Inner-city revitalization is not going to provide salvation for anybody but the upper and upper-middle classes and those attempting to maintain their vested interests downtown.

1.4 "Greenlining" is a new development that attempts to try and force financial institutions of the central cities to free up money so that neighborhoods can stabilize and revitalize, such that those who want to stay in the central city, particularly the middle class, can afford to do so.

1.5 Police have reached their limits for protective services.

1.6 More involvement is needed on the part of citizens in providing their own safety and security--not vigiliantism, per se, but more cooperation in the provision of security in their own environments.

1.7 Education in the large cities may be the most significant problem, in the long run, to face the cities. Education becomes the basis for employment opportunities, employment opportunity becomes the basis for income, and income provides almost everything else.

1.8 The fiscal crisis of the cities raises some serious questions about the ability of urban vocational administrators to deal with something that is not of their making

1.9 Urban vocational administrators are faced with the problem of decreasing parameters, decreasing degrees of freedom because of the fiscal crisis, and the outward migration of industrial, commercial, and retail opportunities.

1.10 Outmigration of the tax base in terms of property taxes paid by commercial and residential homeowners.

1.11 Revenue sharing is a sham.

1.12 Fiscal politics of the cities has been the politics of destributing more.

1.13 The federal government has an increasing responsibility to provide funds to the cities because the cities are dealing with national problems not of their making.

1.14 Much of the possibility of urban survival has to do with national forces that are redistributing political power in ways which debilitate the local policy for making decisions.

1.15 Metropolitanism, as a form of rescue, has been highly unsuccessful with the exception of three or four cases.

1.16 Community control of neighborhood government is destined to be unsuccessful.

1.17 Federalism has become a last resort mechanism for cities in general, and education in particular.

1.18 The amount of money put into urban education by the federal government is small, yet federal control is substantial.

1.19 The power of bureaucracies has been exacerbated by unionization.

1.20 Union bureaucracy is causing considerable problems.

1.21 Teacher unions in large city systems will have to engage in the politics of less rather than the distribution of more.

1.22 We must ask some basic questions about whether bureaucracies in security, health, and education are self-perpetuating for the sake of existence, rather than for the purposes for which they were designed.

1.23 If jobs are leaving the central city, are vocational educators training people to work in the suburbs?

1.24 Are vocational educators engaging in job creation for new needs--going into fields which will enhance the city's opportunity to survive?

1.25 Projections indicating increased numbers of students enrolling in vocational programs reflects on adjustment or readjustment of the educational system to the occupational realities of the urban condition, and to the national condition generally.

1.26 Given the occupational reality and the way the job market is moving, urban vocational administrators have a golden opportunity for making important decisions regarding the future.

1.27 Urban vocational administrators need to address their assumptions about the following:

- the labor market itself--what is happening to the demand structure given the kinds of things that are going on in society?

- vocational students--in terms of whether they have the ability to develop into a supply pool to fill market demands. (Vocational educators have made some negative assumptions about the ability of their urban clients to deal and cope with the economic environment.)

- programs and program efficiency

- their role as implementors

- their political role

1.28 There is neither enough time, energy, or money to do things as they have traditionally been done.

1.29 Urban vocational administrators must understand the system dynamics within which they operate.

1.30 Urban vocational administrators must question basic assumptions and not perpetuate institutional myths.

1.31 Vocational education will be constrained until the American public is resocialized to the acceptance of vocational and career education.

1.32 If students redefine their opportunities to get into vocational education programs and such programs do them no good in terms of employment, there will be consequences relative to social order, and vocational education will be creating a problem rather than resolving one.

1.33 Unionization is constraining the effective placement of vocational education program graduates.

1.34 The degree to which curricula and leadership reflect the interrelationships of existing realities, will be the extent to which vocational education can hope to be successful in the large cities in the future.

2.0 The Future of Vocational Education in the Large Cities

2.1 Vocational education is one of the fastest growing efforts in American education.

2.2 Vocational education will dominate public secondary and post-secondary education by 1978.

2.3 By 1978 vocational education enrollments will account for one out of five enrollments in four-year institutions and 58 percent of two-year enrollments in post-secondary institutions.

2.4 Career education must permeate the curriculum from kindergarten through grade 12.

2.5 Magnet schools are the way to go to meet future needs.

2.6 Magnet schools provide a diversity of choices within a specialized area which may provide job-entry skills or preparation for college or other advanced study.

2.7 Magnet schools provide an educationally sound method and a common meeting ground for integrating students from various ethnic and socioeconomic backgrounds.

2.8 State legislatures, local school boards, and our national congressmen must give education a top priority in years to come.

3.0 Needs of Vocational Education Programs in Large Cities

3.1 Improve the match between vocational offerings and available jobs.

3.2 Make vocational content more relevant to current practices in business and industry.

3.3 Insure that all vocational students have entry-level occupational skills when they complete a training program.

3.4 Help students develop the basic reading and math skills required for courses and jobs.

3.5 Improve the articulation of vocational curriculum among the various agencies involved in vocational education.

3.6 Provide more up-to-date instructional material for use by students and teachers.

3.7 Improve the match between the city dwellers' needs for vocational training and available programs.

3.8 Improve the process of funding large city vocational programs.

3.9 Increase participation of major city vocational education administrators in the political arena.

3.10 Improve local planning of vocational education.

3.11 Increase opportunities for vocational personnel to upgrade their knowledge, skills, and attitudes.

3.12 Improve procedures for recruiting and hiring vocational personnel.

3.13 Increase articulation with teacher education institutions.

3.14 Increase the amount of supervisory services provided to vocational teachers.

3.15 Improve cooperation among personnel.

3.16 Improve the process of planning and financing equipment for vocational instruction, especially for occupations with rapidly changing technologies.

3.17 Improve the facilities planning process.

3.18 Provide a sufficient level of supplies for operating vocational programs.

3.19 Increase the general public's awareness of vocational education.

3.20 Increase industry/education exchange and cooperation.

3.21 Provide vocational students with the career counseling necessary to select careers and develop realistic plans about their futures.

3.22 Improve means of recruiting students into vocational programs.

3.23 Improve counselors skills, knowledge, and attitudes.

3.24 Improve vocational youth organizations.

3.25 Increase the amount of job placement assistance vocational students receive.

3.26 Improve contacts with business and industry for placing students in jobs.

3.27 Make job placement and follow-up major functions in every school.

3.28 Provide a continuing and systematic program for following up former vocational students.

3.29 Improve recruitment of adults to continuing education programs.

3.30 Expand and improve continuing education programs.

3.31 Increase resources for part-time adult programs.

3.32 Improve vocational education for ethnic minorities.

3.33 Improve vocational education for physically handicapped students.

3.34 Improve the management of special need programs.

3.35 Increase enrollment of males and females in programs that have been traditionally dominated by the opposite sex.

4.0 The Role of the City Director in Curriculum Development

4.1 The director is responsible for the grand design, mission, and great plan calling for curriculum changes and the institution of educational progress.

4.2 It is the director's responsibility to make major innovations in bringing program and service delivery to students by breaking with tradition and taking risks for educational purposes.

4.3 The role of the director in providing leadership to curriculum development is affected by many factors.

4.4 The director must focus on planning, development, implementation, management, and evaluation in order to develop curriculum that will benefit all students within the school system.

4.5 The director should be willing to share ideas and opinions with the staff and be prepared for both positive and negative reactions.

4.6 Staff and selected resource persons should be involved in the curriculum development procedure.

4.7 The director has the ultimate responsibility for the curriculum product, however, it is essential that instructional and non-instructional staff be given freedom to recommend their concepts for curriculum content. The final decisions should be a basic concensus of those involved in the development of the curriculum.

5.0 The Role of the City Director in Instructional Improvement

5.1 Instructional improvement is a process whereby an educational program becomes more meaningful.

5.2 The role of the city director in instructional improvement is to provide a set of conditions through which curricular intentions are implemented.

5.3 It is the city director's responsibility to improve the learning environment, the components of the instructional system, and the interactions for maximizing the teaching-learning process.

5.4 The city director helps the staff keep current on requisite knowledge, skills, methods, and resources related to the instructional programs.

5.5 The city director must organize and direct teacher workshops.

5.6 The director can accomplish much in improving the instructional process through teacher committee work.

5.7 The city director should be involved in staff recruitment and selection.

5.8 The city director should establish close relations with teacher training institutions and the state education department.

5.9 The city director should recommend new licenses when needed and establish and update guidelines for selection of occupational supervisors and teachers.

5.10 The city director is responsible for altering the utilization of the physical plant, supplies, and equipment.

5.11 The city director must continuously see to it that vocational programs are reviewed.

6.0 The Role of the City Director in Personnel Development for Leadership

6.1 The role of the city director in personnel development for leadership involves three dimensions: management, leadership, and support.

- Management--assisting all staff members in planning, budgeting, developing instructional programs, making reports, and maintaining public relations.
- Leadership--assisting those staff members who are responsible for bringing about change on the ability to be persuasive.
- Support--assisting teachers in improvement of subject matters, knowledge, and instructional techniques.

7.0 The Role of the City Director in Influencing Policies, Decisions, and Top Management

7.1 It is essential for the city director to build interface bridges with key individuals and groups not only in educational circles but also with personnel in business, industry, labor, and government.

7.2 The city director should keep alert to both internal and external politics and the various power structures that impact on vocational education.

7.3 The city director should involve as many of the "power persons" in vocational education activities as possible through committees, recognition meetings, such that they act as advocates of vocational education.

7.4 The director should report to the school board on all matters and issues related to vocational education.

7.5 The director should communicate directly with other program directors and involve them in vocational education affairs.

7.6 The director should keep the mayor of the city informed of vocational education activities, particularly as they relate to CETA.

7.7 The city director should participate in legislative hearings when possible.

7.8 The city director should make maximum use of vocational student organizations, alumni groups, and similar organizations.

7.9 The city director should maintain close contact with labor unions and apprenticeship committees.

8.0 Partners in Vocational Education.

8.1 Local boards of education and vocational administrators must work as partners.

8.2 The dollar in the education pie is not being expended where it ought to be expended.

8.3 Vocational education directors must keep fighting for their fair share.

8.4 Vocational education directors must tell their story more forcefully.

8.5 Board members, parents, and students desire vocational educators and administrators to exert more leadership.

8.6 Board members want to be challenged with problems of curriculum and problems that relate to what happens in schools.

8.7 Vocational administrators must help board members understand vocational education.

8.8 Parents don't understand that the American education system is impractical--designed to fill a non-existent need.

8.9 Parents don't understand that the output of American education does not match the needs of industry.

8.10 Preparing people to be self sufficient and productive citizens must be a top priority.

8.11 Politicians, in the end, are more concerned about votes than kids. Vocational administrators must understand this and organize to bring appropriate pressure to bear.

9.0 Emergency Disaster Plans for Vocational Schools

9.1 A disaster is an event, located in time and place, in which a community undergoes such severe danger and incurs such losses that the social structure is disrupted and the fulfillment of all or some of its essential functions is prevented.

9.2 Merely because disaster situations are infrequent is no reason to ignore their possibilities in planning.

9.3 Essential for any planning is an extensive hazard analysis (often historically based).

9.4 People located at schools should be part of the warning system.

9.5 Administrative units should be linked into the community warning system and act as mediators to individual school locations.

9.6 Certain types of "survival activities" can be identified.

9.7 Activities which relate to certain seasonal threats, such as tornados and hurricanes, can be periodically reviewed as part of the educational program. Types of desirable behavior can be identified.

9.8 Elaborate and complicated directions have little utility, for the primary reason that they would seldom be remembered when impact occurs.

9.9 Schools can be important community resources in the immediate post-impact period.

9.10 Teachers, administrators and clerical personnel, and students are important manpower reserves for the community effort to deal with the tasks that might be necessary during the emergency period.

9.11 Planning should be done for individual school plants.

9.12 Planning should tie the total school system into the overall planning of the community.

9.13 Planning which involves the schools should give particular attention to the importance of providing information to parents and to the total community about their actions and activities in disaster situations.

SECTION ONE:

VOCATIONAL EDUCATION IN THE LARGE CITIES: THE CONTEXT

- Urban Change and Vocational Education
- The Future of Vocational Education in the Large Cities
- Needs of Vocational Education Programs in Large Cities

URBAN CHANGE AND VOCATIONAL EDUCATION

by Louis H. Masotti*

I applaud your purpose in being here these few days to develop the leadership potential for vocational education. I was pleased to note Dr. Whitten's remarks this morning that one of the things you're concerned with is improving your influence with state, local, and national decision makers with regard to vocational education. I think that is not only important but critical in determining the parameters within which you operate. My purpose, as I understand it, in keynoting this conference, is to give you some background and to set the tone for the discussions which you will be having among yourselves and with some other professionals in the field concerning curriculum development in vocational education, structural improvement, personnel development for leadership, and what I will call the "political role." You can call it whatever you want, but it is a political role in terms of influencing public policy which will help you do what you feel you have to do in the field of vocational education.

I am to discuss, and plan to discuss, the changing conditions in America's large cities in the hope that the development of vocational education in those large cities can be more effectively developed given the kinds of things that are going on now and the projection that I am making for what will happen in the near future.

You can tell I'm a political scientist and not a professional educator. I don't have any visual aids, which is always my unobtrusive measure of someone who is in public education. Not that they're not important--it's just that I don't have the ability to develop very effective ones. In the business I'm in things change too fast; they become obsolete quickly. In fact that is one of the basic criticisms that I have learned in the past few weeks about vocational education--that things change so fast that the vocational education programs have trouble keeping up with them. If there is one persistent criticism that I have run into it perhaps is that. Hopefully, you are addressing yourselves to this issue.

Aristotle once said that man (by which, of course, he meant "persons") came to cities to live and they stayed to live well. Unfortunately, in the United States at least, and increasingly in other countries, people who remain

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in large cities, and this is obviously not true for all but it is for most, do not now live as well as they would like. In part it is a function of our societal condition but some of it has to do with the cities themselves. The cities today are in serious trouble. Mayor Gibson of Newark recently said "Wherever cities are going, Newark will get there first." I don't know if there is anybody here from Newark but I'm here to tell you that New York beat them, and the rest of us are still in the race. The problems facing the city today are immense, but they boil down to the obvious ones of racial conflict, fiscal crisis, and political power. Those are the three I would like to address myself to this morning.

I think the problems that the cities face are more subtle today in the mid-70s then they were a decade ago in the mid-60s with the riots and general urban disorder. Today however, the problems that we face in the cities are probably more serious because they are more fundamental. The riots were serious but they were at least understandable and they did end. I'm not sure if the purposes for which they were intended, if intention is even an appropriate term, were seved, since the problems that were being protested in the minority ghettoes of our major cities have not been solved. They have received a considerable dose of what Daniel Patrick Moynihan called "benign neglect," and that indeed is part of the problem. I don't think anybody knows what needs to be done even if they know what the problems are and I'm not even sure that we know that very well.

The three problems, therefore, that I would like to address myself to, race and ethnic conflict, fiscal limits and political power, I think are ones that will allow us to get a handle on and begin to deal with the "urban condition" although I am not sanguine about our ability to "save the city." Cities will be here for the foreseeable future; there is no question about that. The questions are "What will they look like?" "Who will they serve and how well?"

What I'm concerned about, as a number of people are, is the exodus from the city--suburbanization, if you will--of virtually everything and everyone except those who can't afford to leave and thus are left with the vestige of the urban inheritance, which some have called the "hollow prize." That is a concern that all of us have as we look at the "stats" published by government agencies and research centers concerning the emptying out of the city of the white middle class, the emptying out of the city of the black middle class, the emptying out of the city of industry, commerce and retailing, who traditionally provide the occupational opportunities for the people that you train in central cities vocational education.

Suburbanization, goes on virtually everywhere, except in Columbus. Columbus is one of the few cities that grows and incorporates its suburban outlying areas. Cities like Chicago, New York, Boston, Philadelphia, Pittsburgh don't do that, can't do that, and they really haven't annexed much since the 30s and 40s. Texas and Virginia have fairly liberal annexation laws but those are about the only two places where that goes on any more. The suburbanization of population and of the urban functions that have traditionally been required because of downtown economic concentration are now in the process not only of decentralizing and deconcentrating but of attracting the intrastructure that attends jobs, industry, and population.

What we have is a "doughnut effect" for the city with all the dough on the outside and a hole in the middle and that's a serious problem. There is the problem of tax base and the ability to generate sufficient funds to provide the services for those who are left in the city. A number of commentators have referred to what's left as the "city as reservation" with the keepers and the kept; the urban bureaucrats provide services and those who can't escape the city remain.

Others have referred to the "city as a sandbox" where those who are left in the city are given things to play with to take up their time but not to develop in any way that's productive. It's a playground in the worst possible sense; it's time filling and occupying in order to preserve some kind of social peace. That's probably the most damaging kind of criticism.

It does not mean to say that there are not things that are going on in cities that have potential for, if nothing else, salvation. There is an inner-city revitalization movement, probably best identified with the downtown areas. Even places like Detroit, which is having a terrible time right now (unemployment is averaging 20%, and the property tax yield is only 47% of its 1960 level) has Hentry Ford building Rennaissance City on the river bank. Every major city has some kind of revitalization movement, but that alone isn't going to provide the salvation for anybody but the upper and upper middle classes, the business community, downtown merchants, and bankers trying to maintain their vested interests.

There is another movement that I think is worth identifying at this point and that's the neighborhood revitalization movement. Some of you are familiar with the term "redlining." There is a new development, a countervaling force called "greenlining" which is an attempt to try and force the financial institutions of the central cities to free up money so that neighborhoods can stabilize, neighborhoods can revitalize, that those who want to stay in the central city, particularly the middle class, can afford to do so. They will only invest in the neighborhood housing market if the other services necessary to provide, if not the good life, at least the adequate life, are there. Foremost among those are the educational system that remains in the central city, and the particular emphasis on the vocational education system for a large portion of the people we're talking about are children who are in vocational education as opposed to other kinds. Secondly is the possibility of providing a secure environment. This has to do with the ability to have an effective police environment and more than that, because the police, in effect, have reached their limits for protective services talking about more involvement on the part of citizens in providing their own safety and security. I don't mean vigiliantism, per se, but more cooperation in the provision of security in their own environments. Without security, or at least a sense of security, without adequate capital in order to invest in the maintenance of the fiscal structure in the urban neighborhoods and in conjunction with the revitalization of downtown, the improvement of rapid transit systems, and particularly the improvement in public education that is functional for purposes that those who stay in the city determine, I think that the future of the cities is indeed bleak. I say that as one who is concerned about the city not only in professional terms but in personal terms. I am an urban romantic. I think the cities are the most exciting artifact

that man has created. It is a complex social structure now faced with a serious crisis. I'm not sure it can survive at least in the way we have traditionally thought of it, but I think that there are indeed things that can be done once we understand it and attempt to cope effectively with it.

Part of the problem here is racial and ethnic segregation and the social conflict that it sometimes engenders. Racial, religious, or ethnic groups who want to live together and find self-segregation viable should have the opportunity to do so. But those who do not so choose should have the opportunity to integrate themselves into the larger society. The question is not whether people are integrated or segregated, regardless of the characteristics of those populations, but rather whether they have the option. This is the real issue in opening the suburbs to minorities; this is the real issue in the self-segregation practices of the Italian Power movement, the Black Power movement, the Irish Power movement or the Polish Power movement, phenomena we have seen in many of our older cities. Thus the issue is not what the facts are about who lives where, but whether people who live there want to live there; i.e., that there is choice. This applies where one lives within the central city, and where one lives within the metropolitan area, whether suburb or central city.

Choice, it seems to me, is important . . . and that choice can only be engendered by ability and status. Both of which, it seems to me, the public education system provides in terms of financial ability, particularly in terms of their ability to earn a living wage. I suspect that that problem, the one that you are particularly concerned with, may in the long run be the most significant one to face the cities, because education becomes the basis for employment opportunities, employment opportunities become the basis for income, and income provides almost everything else. The job you are confronted with is essentially providing functional employment opportunities. What you're facing in the near future because the fiscal crisis of the cities raises some very serious questions about your effectiveness regardless of how good you are. Even if vocational education has been the most effective and dynamic force in the employment of urban youth it seems to me that you are now faced with the problem of increasing constraints and decreasing degrees of freedom due to the fiscal crisis of the cities compounded by the outward migration of industrial-commercial-retail opportunities. The fact is that the cities--both public and private sectors--are facing serious fiscal limits. Simultaneously, there is out-migration of the tax base both in terms of property tax paid by commercial interests and residential homeowners plus the decrease of state and, especially federal funding. (For all intents and purposes, revenue sharing is a sham. There is less money now rather than more money though it comes to the cities in somewhat less confined ways.) The important question is whether we can do more, or even the same, with less. The fiscal politics of the city traditionally has been the politics of distributing more. If one program didn't work, another was added. It didn't require the same finesse, the same sophistication, in identifying what the problem was and moving on from that problem that is now required because there was a federal largess. But that federal largess is receding. Former President Nixon was very sure of himself in 1972 when he asserted that the "urban crisis is over." It wasn't over then and it isn't over now; in fact the Feds have an increasing responsibility to provide funds

because cities are trying to deal with national problems like welfare which are not of their making and over which they have little control, without sufficient funds to do so.

The cities need not only federal dollars but they need the kind of federal imagination which allows the cities to develop programs based on their individual needs. New York City is, in effect, a now federal "fiefdom" and will continue to be because the national government cannot afford to let New York City go down the drain. New York City cannot afford to let New York City go down the drain, and I'm sure it will not. It will survive in some form although it is hard to tell at this point what form that will be. Even a city as powerfully controlled as Chicago with its political machine is unable to overcome its financial "crunch." Mayor Daley is doing battle with the federal courts over federal revenue funds for the city of Chicago because the city has persisted in certain kinds of proscribed hiring practices in the police department. This decision by the local power structure to resist federal intervention, will cost the city $240 million over a two-year period. Even Chicago can't survive for long without that kind of money.

The fiscal pressures on the cities are indeed severe and it will take major efforts on the part of the states (e.g., provide for a metropolitan fiscal tax base so that the cities can tap the financial base of metropolitan areas) and/or the federal government to provide relief. The average now is that cities get back about 40¢ on the dollar of all tax dollars spent or sent to Washington so that this is not a terribly efficient mechanism as far as the city is concerned and there is some concern about whether or not that can change.

The possibility of meaningful urban survival is tied to national forces that are redistributing political power in ways which debilitate the local policy for making effective policy. The city is no longer the basic socioeconomic local unit; it is now the metropolitan area, or the region in some cases. But metropolitanism as a form of rescue does not hold much promise. The so-called metropolitan government has been going on for at least 40 years and has been a qualified failure. Another more recent development designed to reallocate power and authority focuses on responsiveness in government and moves in the direction of trying to establish "neighborhood control" or "community control" of neighborhood area services in ways which allow the public to have more direct involvement in the kinds of decisions that directly effect their lives. Both of these movement, metro and neighborhood government, have attempted to move upstream and for the most part are destined to fail.

What happens in the vacuum created by the failures of metro government and community control has been the usual--that is, the federal government moves in because the problems here are certainly of national concern. So we have created a kind of "federalism-as-last-resort" mecahnism for cities in general and I think for education in particular.

The cover of the March issue of Phi Delta Kappan magazine which I gather is a bible for some people in this business, speaks of the "junior" partner (the federal government) taking control. The amount of money put into urban education by the federal government is fairly small. It is something less than 10% at this point although it is higher in vocational education. Yet control

is certainly greater than 10%. That's partly a result of the "vacuum filling" that goes on by the federal bureacracy. The U.S. Office of Education tends to move in and fill vacuums; for example, the whole career education program is a brain child of Sid Marland when he was Commissioner. What's interesting is that such a significant development should come down from Washington and not up from the urban centers where vocational education takes place.

The other thing that is terribly important, and you people in education, particularly superintendents of large cities, have felt the brunt of, is the increased immunization of public bureaucracies; what has been called the "new urban political machine." The bureaucracies themselves are powerful and their power has been compounded by unionization. In effect, New York City was ultimately brought to its knees by the power of the teacher's union. It was ironic, and only fitting, that the union was asked to bail New York City out last November. Union bureaucracy is creating considerable problems for cities. Even as strong an urban administration as Chicago's Mayor Daley can't cope effectively with it. Chicago doesn't have many strikes but they are increasing and they will continue because the mayor's ability to deal with strikes in the past has been based on the resources to give the unions what they want. He is no longer able to do that. And the city school systems will no longer be able to give the unions what they want. We are now reaching the bottom line. And the bottom line says in order to survive the school system must say "no" to union demands. If the unions decide that they won't accept that and decide to close down the system my guess is that at some point in the very near future that is going to be that. The school system will close down until the teachers decide or the unions decide that they will continue to operate at a reduced level. They will accept layoffs, they will accept closedowns of schools, they will accept closedowns of programs. In other words, they too will have to engage in the politics of less rather than the distribution of more. And therein I think lies the basic problem--the politics of less money.

I'm not one of those that came out of the sixties feeling that the only problem with the cities was money. We tried that. We pumped more money in and we got less for it because there is no particular productivity incentive in the public bureaucracy. As a result, now that we are facing financial limitations and financial decline we are going to have to take another look; we're going to have to question basic assumptions about what cities in general should be doing and what we should be doing in specific service areas such as security, not police--health, not medicine and education, not schools. I think we have to ask some basic questions about whether bureaucracies in those areas are not becoming self-perpetuated for the sake of existence, rather than in terms of the purposes for which they were designed.

My task here this morning is to discuss urban change. One of my tactics in dealing with that was to try to become at least superficially familiar with the substance and issues of vocational education. I've read as much as possible so that I can offer some observations as an outsider, one who may not be blinded by the trees in the forest. I'm not sure that I am any wiser now because I suspect you people have about as much consensus in your field as the Democratic party. I was told by one urban educator that if you put four

vocational educators in a room you would have at least seven opinions on any given subject. My reading of the literature suggests that's probably true. You read one respected scholar who says that vocational education is "where it's at" and you read the next one and he says it never was there. That's par for the course in most complex and important fields. But the question seems to be: what are the implications for vocational educators of the city in decline? Particularly a city in decline financially and the basis for that decline being in effect not necessarily the decline of growth but the decline of growth in the central city, and in particular the decline of growth in jobs. Chicago lost over 200,000 jobs in the last 12 years, New York City lost a half million jobs since 1960. One of the clear implications is that the jobs are leaving the central city. Are we training people to work in the suburbs? That's where industry, commerce, and retailing are going. Or are we going to engage in job creation for new needs (e.g., paraprofessional training), going into fields which will enhance the city's opportunity to survive economically.

One suggestion for dealing with the problem of declining jobs in certain industries has been "work-sharing" a way of coping not only with job decline, but with the problems created for the unions of job decline, by having more people, or the same number of people, working less rather than a smaller number of people working the traditional work week. How well such a dynamic proposal will be received by public and/or private sector employers remains to be seen.

No one who writes about vocational education concludes that it has been a big success despite the Smith-Hughes Act, the Vocational Education Act of 1963 (and the 1968 amendments), and all the money being spent in the major cities you represent. The real question is not how much money goes into the program but what products come out at the other end. What does vocational education do for the people that it's designed to help? What are the consequences of that for the maintenance of viable urban communities?

On the other hand, I recently read a reflection by Lowell Burkett, executive director of the American Vocational Education Association that this is the best of times for vocational education. What he may mean by that is that they are getting more money to do what they used to do; but it may not be done any better!

It may be that vocationalism is a concept whose time has come. In 1972, 24% of all high school youth were in vocational education programs and the projection is to double that by 1977. This reflects, if I'm not mistaken, the adjustment of the public school system (and the proprietary schools) to the occupational realities of the contemporary urban condition. That is, there has been too much emphasis on education as preparation for more education--the "perpetual education" syndrome. This "rites of passage" process goes on at the universities as well. There are students in the universities who have no business being there; they don't want to be there; and it probably isn't going to do them a lot of good to be there because while they may end up with more status than they would have otherwise, status is probably not highly correlated with better jobs. The process extends even to the graduate school

level where too many new Ph.D.s are unable to find appropriate jobs. Five years ago I would have never advised a graduate student as I did recently. He came to me and said "I have an offer of a job. I think I ought to stay and finish my degree." I advised him to "take the job. The degree is less valuable." It may be valuable in the long run, but you can finish it in the long run. A job in the hand is worth a degree in the bush."

One of the criticisms most often heard is that vocational education programs in the public school system are too long. They go on forever, when, in fact, what the work system needs and what the job markets wants, are people who learn specialized skills that can be transmitted readily with new skills added later as necessary. It may be that the proprietary schools and the junior colleges may be doing a better job of vocational education because they are doing in a relatively short time which the public school programs spend a long time doing. Given today's occupational reality and the way the job market is moving, vocational education is getting a golden opportunity. The question is "What are you going to do with it?" This conference will, over the next few days, give you a chance to assess your past performance and make some important decisions regarding the future. My hope would be that you take advantage of it. In my judgment you need to address yourselves to questioning your assumptions about the following.

1. The labor market itself, that is, what's happening to the demand structure given the kinds of things that are going on in the society.

2. Your clients (students) in terms of whether they have the basic ability to develop adequate skills which will show them to fill those market demands. Vocational educators generally have made some rather negative assumptions about the ability of the urban clients of vocational education, to cope with the economic environment. We need to ask basic questions and to question basic assumptions about the labor market itself as well as client ability.

3. Your programs and the efficacy of those programs. Do your evaluations show that they work? Are there exemplary programs around which work better than yours that you can adapt? How do we know which ones work? What is the basic research that tells us what works how well and how valid is that research?

4. Your role as implementors. This is your political role and it's a role you can't really choose to assume. You must get involved in the process of influencing public policy and in influencing decisions within your own school system, concerned with the direction and intensity of vocational education programs. I would also urge you to be very sure that you are arguing for those programs which have the best chance of working and not merely those which maintain the status quo.

We are in a period which demands that we seriously question what we've been doing, and why, because we will not be able to continue to do it that way any longer. There is not enough time, energy, money or imagination to continue doing things as we have traditionally done them. We must ask some tough questions and come up with some good answers if we are to develop voc-ed programs which will succeed in terms of societal and client needs.

Don't blame the victims. Try to understand the system dynamics within which you operate. Question the basic assumptions; don't accept them. Don't perpetuate institutional myths. It seems to me that if we can begin to get tough on ourselves we ought to be able to generate some imaginative programs which might provide some new light and some new hope not only for the clients of vocational education but the system within which they must survive.

In the long run two things are going to have to change. They may already be in the process of changing. No matter how good your internal system of vocational education may be, that is, you may have the best curriculum and the best teachers, you are constrained at the admissions end of vocational education and at the graduation end. The constraint at the incoming end is related to resocializing the American public to greater acceptance of vocational and career education. That's occurring in part because "career education" at least has a new rhetoric which talks about the development of human resources as well as socializing "warm bodies" for the job market. That has to be a step in the right direction. All education really socializes us to perform adequately in the dominant system. But vocational education has done it with a vengeance. The effect has been to develop vocational education as a handmaiden of the private sector economy. But it ought to do more than that by developing human potential and the human values of the people involved. It seems to me that's the challenge and opportunity that you have.

On the output side, the problem for vocational education involves raising false hopes and expections. If you sell the efficacy of voc-ed too hard, or potential students perceive it as highly efficacious, and the program doesn't produce appropriate occupational opportunities, there could be serious consequences for the social order. If all the millions of dollars available for vocational education, all its excellent teachers and administrators, all its new buildings and equipment and all its curricula development do not ultimately result in viable economic roles for its students to play in society, vocational education is creating problems, not solving them.

One of the major constraints you face in effective placement of the graduates from your programs is the increased unionization of both the public and private sectors. The unions must come to understand their necessary role in trying to accommodate the changing economic nature of this country and of its major cities. Even if you do an outstanding job of training, if you keep pushing people through the vocational education pipeline for jobs they can't get, we are going to create an alienated work force, or more likely, an alientated unemployed force, which has tremendous implications for the ability of the cities and the nation to propser. The challenge is to resolve this dilemma.

Although you are focusing primarily on leadership and curriculum development at this conference, curriculum and leadership ought to reflect the kinds of realities I've outlined. To the extent that they do, I have hope that vocational education can be successful in a society of limits; to the extent that they don't, we are going to have to have more of these conferences to unravel the increased complexity created by being successful in our own tasks but by failing to understand the larger framework and to implement effective vocational education in the society as a whole.

THE FUTURE OF VOCATIONAL EDUCATION IN THE LARGE CITIES

By B. J. Stamps and Nolan Estes*

Where We Are

The newspaper headlines and the 10 o'clock news reports leave no doubt in my mind that the little red schoolhouse has lost its position as a sacred cow in the minds of the public. Public education no longer resides in a warm, criticism free circle along with motherhood and the American flag.

The taxpayer wants to know if his investment in his schools is paying off--for his children, his neighbors' kids, his community, his society as a whole. And we have to remember, as educators, that he has every right to know. After all he's the one who owns the schools. It doesn't take many trips to the supermarket and the gasoline station to realize that this is the season of short supply and staggering prices. We can't expect John Q. Public to reach cheerfully into his already overstrained pocketbook unless we can show him that he is getting his money's worth for his educational dollar.

And what can we say to him at this point in time? Well, I think we can point with pride to the real and measurable progress which has been made in education. Few people would argue with the claim that Americans are among the best-educated people on earth. The average adult worker now has 12.3 years of education--higher than ever before. Certainly outstanding gains have been made in assembling, organizing, and teaching new knowledge.

In the past forty years American has grown from a nation of scattered towns and villages to a great urban civilization. In the past ten years we confirmed the shift to an urban culture, and today demographers tell us that 70 percent of our population lives in some 200 metropolitan areas. By the year 2000 this figure will rise to 90 percent.

Concurrent with this shift has been the change from an agrarian to an industrial society, and the beginning of what some call a "post-industrial" society. While these terms are not especially important, their implications are, for they bring vast changes in the nature of employment and in the educational needs of young people.

Kenneth B. Hoyt recently pointed out some prime criticisms of American education which he says are conditions calling for educational reform. Because you as administrators of vocational education in big city schools can have a

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significant impact on solving many of the problems he speaks to, I would like to share some of them with you.

1. First of all, American education, as it is currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. For the most part, the typical school curriculum continues to be preoccupied with college entrance exams, even though we know that only two out of ten graduating seniors will go on to receive college degrees. But what about the other 80 percent who will never be college graduates?

2. Secondly, too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system. More and more teachers are being faced with the question, "Why do I have to learn this?" I personally think this is healthy. We certainly shouldn't expect to spend several years teaching students to think and reason for themselves and then tell them to sit down and shut up, or take the old-fashioned approach of meting out doses of learning as we would castor oil, "just because it is good for you." I think we have an obligation to bridge the gap between the world of the classroom and the world in which youngsters live. And the relationship should be obvious.

3. Another criticism is the fact that American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, both overeducated and undereducated workers are present in large numbers. Both the boredome of the overeducated worker and the frustration of the undereducated worker have contributed to the growing presence of worker alienation in the total occupational society.

4. Fourth, too many students leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the desire to work that are essential for making a successful transition from school to work.

5. Another indictment is the fact that the growing need for and presence of women in the work force has not been adequately reflected in the educational or the career options typically pictured for girls. Women employees have increased from 23 percent in 1924 to close to half of the total work force today. And an estimated 90 percent of all American women work at sometime in their lives.

6. Sixth, learning opportunities outside of the structure of formal education have not been given enough attention.

7. Seventh, the general public, including parents, is the business-industry-labor community. These people have not been given an adequate role in the formulation of educational policy.

8. And the last criticism I'd like to bring out is the fact that American education is not presently meeting the needs of minority and economically disadvantaged youngsters in our society.

Well, those are some of the charges against us. I'm afraid, as public school educators, we would have to plead guilty as charged. However, I think we are doing something about them.

Where We're Going

There's no doubt in my mind that vocational education is making some definite inroads into the problem.

According to the *Market Data Retrieval, Guide to Vocational Education in America*, vocational education is one of the fastest growing efforts in American education and will dominate public secondary and post-secondary education by 1978. Secondary vocational enrollments now account for 42 percent of all classroom attendance in high school and by 1978 will account for close to 60 percent of enrollments, according to the U.S. Office of Education. It also predicted that by 1978 vocational education enrollments will account for one out of five enrollments in four-year institutions and 58 percent of two-year enrollments in post-secondary institutions. In addition, more than five million adults will be enrolled in vocational education by 1978.

Statistics show that vocational education is making a solid contribution. Unemployment rates for all Americans now stand at 5.5 percent. Among unmarried youths over sixteen, it is 26.5 percent; among nonwhites, it is even higher. In contrast, the unemployment rates of persons who complete vocational education programs are 5.4 percent for secondary students, 4.9 percent for post-secondary students, and 5.6 percent for all adult preparatory students. Data also reveal that students who complete vocational education programs, and many who leave prior to completion, possess entry-level skills to gain employment.

While gains have been made, we still have a long way to go. I'd like to suggest to you today five main approaches that we as educators must take in order to get on the super highway to success for American youth, and make the more than 2,100 days a student spends in our classrooms during his school career worth his time and effort and worth the billions of dollars we spend in this country on education.

First of all, we need to redefine that word, education. We've got to take it off its musty, cobwebbed shelf and get it out into the real fast-paced world in which we live. We must redefine what goes on in the classroom as preparation for living and earning a livelihood in terms of the needs and the nature of our present society rather than as an isolated mental exercise.

I say that for several reasons.

Our high dropout rate suggests that we don't have a very good batting average; our Nielson rating isn't too high. If we were in the business of producing TV shows, our services probably would be dropped for next season.

A report to a senate committee concluded that 3.2 million American men will lose a total of $237 billion in lifetime income because they did not graduate from high school. But is it any wonder so many drop out? Drop out not because they have failed, but, as former U.S. Commissioner of Education Sidney Marland says, "Because we have failed them. Who would not want to leave an environment that is neither satisfying, entertaining, or productive?"

He went on to say, "We properly deplore the large numbers of young men and women who leave high school before graduation. But, in simple truth, for most of them, dropping out is the most sensible elective they can choose. At least they can substitute the excitement of the street corner for the more obscure charms of general mathematics."

The American taxpayer is picking up an estimated $3 billion a year tab in welfare payments and an additional $3 billion as the cost of crime for students who were too fed up with school to finish. If we are to help youngsters catch their own fish rather than having them line up at the welfare cafeteria for a handout filet, we've got to offer a practical program and convince them that school is worth their time and effort.

Another reason we must redefine education is that although half of our students who do graduate go to college, two-thirds leave before earning a degree, which in most cases means without a marketable skill. In 1971 alone, 850,000 students left college without graduating and without completing an occupational program.

Also, the Department of Labor says that in the foreseeable future 80 percent of the tasks in our society can be performed by people with a high school education.

Then, there is an astounding number of men and women who are working in jobs they absolutely detest. An estimated several million Americans are trapped in jobs they dislike just like a fly on a piece of flypaper.

We also can't overlook the fact that today job equipment, specific skills, and the needs of our society can become obsolete almost overnight.

Since the original vocational fields were defined shortly before World War I as agriculture, industry, and homemaking, we have too often taught those skills grudgingly--dull courses in dull buildings for the benefit of what we all knew were young people we had neatly labeled as "unfit for college" as though college were something better for everyone. What a pity and how foolish, particularly for a country as dependent upon her machines and her technology as the United States. The ancient Greeks could afford such snobbery at a time

when a very short course would suffice to instruct a man how to imitate a beast of burden. We Americans might even have been able to afford it a half-century ago when a boy might observe the full range of his occupational expectations by walking beside his father at the time of plowing, by watching the farmers, blacksmiths, and tradesmen who did business in his home town. But today, if he studied one job each day, it would take him fifty-five years to observe every job available to him. And, by the time he got through, a large percentage of them would have become obsolete.

Research shows that in 1890, for instance, four out of every ten workers were in agriculture, forestry, or fishing. By 1930, there were only two out of ten. In 1970, only 4 percent of our work force was engaged in food production or forestry.

In 1890, 28 percent of our nation's workers were in industry. By 1950, the percentage was up to 34 percent. Since then, however, the percentage has steadily fallen to its present level of about 30 percent. It is expected to continue falling for the foreseeable future.

My new definition of the word "education" would be a much more expansive term. It would encompass the needs of a whole lifetime, from early learning experiences through the mature man. It would be an edcational freeway with multiple entry, reentry, and exit points along the way, geared to an ever-changing society. Students would be given a perspective of education as something that lasts a lifetime. They would understand that they might very well need job training in several areas during their life as society's needs change.

The second thing educators should know is that our new definition will bring a host of new people into the classroom. We've got to get away from the idea that teaching is a hallowed mantle reserved only for the certified and the degreed when the truth of the matter is that there is many a Ph.D. who turns in a lousy performance in the classroom. On the other hand there are many people who hold no credentials except their interest in kids and their know-how and enthusiasm for a particular field. We must reevaluate our staff criteria. Vocational education will require new practices for the recruitment and employment of men and women who can teach students practical job skills. This means hiring teachers who have little or no college education. It may mean hiring successful high school dropouts. There is also plenty of room in our classrooms for the practicing artist, the craftsman, and the businessman to share their experiences, their expertise, and themselves with youngsters. We also need the homemaker, the retired person, and the college student as volunteers to enrich our programs, to work with individual students on a one-to-one basis, to provide the personal touch, and the encouragement which can make all the difference. We need to use the capabilities of paraprofessionals effectively in our instructional programs. But we just can't throw them in the classroom and hope it works. We must make effective use of paraprofessional personnel through staff development activities not only for them but also for teachers in making better use of their services. The success of our tutoring program has pointed up the tremendous value of having other students help out in the classroom. We have found that

often students can teach their peers or young students more effectively than any teacher. This has proven particularly effective in building a positive self-concept--one of the most important aspects of successful school experience.

Another important person is the career counselor who provides information about various career fields and helps students assess their interests and capabilities.

And while bringing these people into the school, we also should be sending our teachers out to find out about the world of business and industry first hand. This can be done by in-depth field trips, speakers, and actual work experiences. Too often we find that teachers have spent practically their entire lives in the classroom, either as students or with students. We need to get them out so they can find out for themselves what the real world of work is all about.

Two of our Dallas teachers, after hearing an inspiring speech on getting some first-hand working experience, signed on with a temporary help company on a Saturday. They found themselves being transported by truck in what seemed like the middle of the night to a frozen food processing plant where they spent the day chopping potatoes amid the smell of rancid grease. They returned not only with thankfulness of being able to teach, but also with a new understanding and respect for the unskilled laborer--which leads to the third thing every educator must know.

We must erase the stigma that unfortunately has wrapped its tentacles around the vocational education concept. We must convince citizens that education is for students--not for status. I'd like to suggest that educators must remove their mortar boards and become super salesmen because of two convictions.

First, we must promote the worth and contributions of all occupations to our society. For example, you might have asked a New York City resident during the sanitation engineers' strike how important having his garbage collected is to his daily life.

Dr. Estes' visit to the Soviet Union a couple of years ago was very revealing to him. He found that their educational practices were generally twenty years behind ours. But there were two significant areas of exception. The first was emphasis: Soviet citizens were willing to put education at the top of their list of priorities. The second--and perhaps the most important--was the respect they accord manual labor. Soviet citizens realize that a first-rate body and fender man is just as important as a liberal arts major. Perhaps more important, the Soviets have dignified manual labor by according it equal status with mental labor.

Secondly, we also must promote the concept that vocational education is education for all, whether the ultimate goal is a Ph.D. or employment as a bricklayer.

Perhaps you have heard the story of the plumber who presented his bill for a service call to a well-known surgeon for $32.50. "Good Heavens, man!" the surgeon all but shouted. "I charge only $20 to make a house call, and I'm a doctor." The plumber replied, "That's all I used to charge, too, when I was a doctor."

The third thing educators should know is that vocational education must be a collaborative effort, a joint effort of the school and the community. It is a two-way street, a joining of the school of hard books with the school of hard knocks. The involvement of business and industrial leaders will: help keep the experiences practical, will make it possible to keep up with employment trends and new methods and equipment, resulting in a saleable skill for graduates.

Our Career Education Advisory Board--composed of 225 influential black, white, and brown members of the business and professional community--has been absolutely invaluable in the development and operation of our career education program in Dallas. They've helped us decide on occupational fields to be taught, based on current and projected employment opportunities; helped design our curriculum; served as resource instructors; served as one-to-one counselors; arranged field trips; donated thousands of dollars of equipment besides checking periodically to see that our students are learning to use equipment that is up-to-date with business and industry; have given our students actual employment opportunities and have hired many of them full-time when they graduate.

There is no way that any public school could possibly afford to purchase the services that these outstanding and talented individuals have so willingly contributed.

When you look at the other side of the coin, however, it is also a good investment for business and industrial leaders. They will have job applicants knocking on their door who already have workable skills and the background needed in their field. And more and more it has become evident that the economic and social growth of a community is dependent on the excellence of the educational program offered in the public schools.

Educators should also know that career education must be in order to be successful.

How We Get There

First of all, it must permeate the curriculum from kindergarten through grade twelve. Career education must be an integral part of the curriculum in all the basic subjects taught from early childhood through adulthood. Broken into its four basic components, career education thus provides a program of continuous learning and development that begins when the student enters school and continues through adult life. Beginning at the elementary level and expanding as the child progresses, career education offers:

1. Self-awareness and career-awareness,

2. Orientation and exploration,

3. Job preparation,

4. Job specialization.

Since career education must be taught within the framework of every subject, curriculum development must play a vital role.

Awareness is the key word in the early childhood and elementary school years. Since many of the decisions of life are made in relation to the self-image a child develops in these early years, a first step is to provide students with an opportunity to work with their hands--to build, to cook, to manipulate, to repair, to make. It is the successful accomplishment of these "hands-on" experiences that helps students develop a self-awareness of what they can do, what talents and abilities they possess.

At the elementary level, boys and girls should become familiar with the world of work. Instead of beginning students learning just about the traditional policeman and fireman, they must also learn that there are many other ways to earn a living. Career education should instill in the student positive feelings about the personal satisfaction and social significance of work. And think how important that is when a youngster does not have a parent who works to use as a model.

Students this age enjoy becominig familiar with different occupations through role playing and pretend experiences, such as a supermarket manager coming to the school, setting up a grocery store in the classroom, and having the youngsters assume different positions. Resource people from the community can not only add zest to classroom experiences, but they also can share their career on a level younger students can understand.

A good example was a "lids to kids day" held in one of our elementary schools this spring. Parents from several career areas brought appropriate hats and other equipment in keeping with their occupations for students to wear and to manipulate, such as the nurse with nurse's cap and stethoscope.

In middle school years, the main concentration is on orientation and exploration. Pick an industry, or a business, or a profession. What are the opportunities? The potentials? The rewards? What kind of educational background, what kind of skills, aptitudes, and talents do students need to enter the field? Intermediate level students begin a search for answers to these questions. Students explore jobs that are most likely to offer self-satisfaction based on individual needs, interests, aptitudes, and abilities.

At the same time, career education in the intermediate years serves to stress the balance between learning how to live and learning how to earn a living. They increase their options by finding out about various career fields

through such things as career clinics, field trips, speakers, and more advanced classroom activities.

Preparation is the key word in grades nine and ten. By ninth grade, the student should be ready to select at least a broad area of career interest, with the important option of being able to change his mind. The preparation begins in career clusters which offer students an opportunity to explore, in-depth, the specific jobs, occupations, and careers that interest them.

In such clusters, students begin developing the basic skills and expanding the academic background necessary for a successful next step in the direction of their choice. Sometimes concentrated study will help a student find out that he doesn't like a field well enough to make it a career. And that's probably just as important as finding out he does. It is certainly better to change one's career course as a high school student than as a senior in college.

In grades eleven and twelve, students begin final, intensive study in a selected cluster or specific occupation for job-entry or entry into further education. During the junior and senior years, each student receives intense counseling and guidance. Each student continues with the occupational cluster experiences, including work experience whenever possible. Students preparing for further education are given academic and occupational training in courses and subjects directly related to the chosen area of career interest. Students preparing for work upon graduation from high school receive specialized, practical job training as well as training in the basic academic skills necessary for further education.

Our goal in career education by 1980 in the Dallas Independent School District is for every student to graduate not only with a diploma, but also with a marketable skill--whether he intends to continue his education or go immediately into a career.

We are also interested in what happens to the student after he walks across the stage graduation night. A job placement service is available to help students match their marketable skills with a suitable employment opportunity. A successful transition to the next step following graduation--whether it be in an appropriate job, suitable job training, or advanced education at the college level--must be part of the package.

Even beyond that, career education should be an ongoing, life-long service. The program should remain on standby to retrain those who become technologically unemployed later in life, or who for some reason choose to enter a new field.

Many of the things I have been discussing:

1. Redefining quality education,

2. Erasing the stigma of vocational education,

3. Bringing the skills of many different kinds of people into the classroom,

4. Making career education a cooperative effort of school and community,

5. Providing our graduates with a marketable skill--

we are translating from dream to reality in Dallas in our Skyline Career Development Center. We are excited about what is happening there. Both CBS and NBC have done news features on Skyline. *Readers Digest*, *Saturday Review*, and various educational journals have done stories about the school and its program. And we've had visitors from all over the world.

Students from all over the school district apply to study in any one of twenty-eight different career clusters or fields. They spend half a day every day working in their area of specialization. For some students, they may be seeking job-entry skills upon graduation; others in the same cluster may be using their experience as college preparation. Others may be exploring a field to find out if they're really interested enough in it and have the necessary skills to make their livelihood there.

The curriculum developed for fourteen of those clusters is being published by Harper and Row and will be available for other school districts to purchase. I think a good example of how well it's working is the fact that the U.S. Army is considering revision of its training program based on the approaches used in the career development center. This year Skyline has almost looked like it was taken over by the military as helicopter after helicopter arrived loaded with generals wanting to look over the program offered there. A nice sidelight of the Army's interest has been that students from the aeronautics cluster have been able to study the Army helicopters as a part of their learning experience.

We're excited in Dallas right now about several new magnet schools which we will be developing within the next few years under a desegregation order. These are to be located near the downtown area, and the cooperation pledged by the business community is really phenomenal. One of the magnets for health careers which will open in the fall is located within walking distance of several hospitals, nursing homes, and a dental school. These institutions are opening their doors to the public schools and will be helping us to develop a workable, top quality program. Another magnet for business careers is downtown. We envision having classes located in companies such as insurance and banks. Can you think of a better, or finer way to give students a realistic and work-oriented picture of a future occupation?

We have a top management person in the arts, in business, in health professions--in each of the magnet school areas we're planning who will work directly with the schools in planning of curriculum, facilities, equipment, and work opportunities and will coordinate the effort with the leaders in his particular field.

To me the magnet school is the way to go to meet future needs. I say this for several reasons:

1. Magnet schools provide the necessary link between general education and vocational education and answer the need for occupational preparation for all students in large cities.

2. They can be established in large cities due to the large number of students who would be interested in a particular area, the number of facilities available, and the business, industrial, and cultural expertise that exists.

3. Magnet schools provide a diversity of choices within a specialized area which may provide job-entry skills or preparation for college or other advanced study.

4. Magnet schools provide an educationally sound method and a common meeting ground for integrating students and youngsters from various ethnic and socioeconomic backgrounds.

5. Magnet schools can make education relevant and thereby make students enthusiastic about learning and keep them coming to school.

All of us must keep in mind that whether a student intends to make his living with a wrench, a slide-rule, or folio editions of Shakespeare, it is critically important to equip that youngster to live his life as a fulfilled human being.

Career education must be for all persons--the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in the graduate colleges. Society's objectives in career education are to help all individuals: (1) want to work; (2) acquire the skills necessary for work in these times; and (3) engage in work that is satisfying to the individual and beneficial to society.

In order to do this, we are going to have to have a deep sense of commitment from a great many people. Teachers and administrators certainly are going to have to retrain and retool their thinking about what education is and should do. We are going to have to be willing to change, to revamp our approaches. We have to erase the line between earning and learning. We have to relate the paycheck to the report card. We have to expand our horizons beyond the four walls of the classroom and make the community our classroom with students flowing in and out of school buildings for valid learning experiences.

In order to do this, we have to have the committed support of business and industry and the community in general. We have to extend the title of educator in the truest sense to citizens. And, just as important, we have to have commitment from those who hold the purse strings. We have to have the

capital to start making these major changes. This means that our state legislatures, our local school boards, and our national congressmen are going to have to give education a top priority in the years to come.

What Happens When We Get There?

And what will they get for their investment?

1. First of all, we will not have the dropout problem which relates directly to prison rosters. Certainly, some students will still leave school at the age of sixteen, but they will have had the basic exposure they will need to go out and seek employment.

2. We will cut the welfare rolls significantly. I am very optimistic about the possibility of transferring children.

3. We will save business and industry significant dollars in training students. This is not to say that business and industry will not still want to have or need to have training programs. But we will be sending them students with necessary background knowledge and skills. And a real money saver--we'll be sending them students who know and like what they're getting into. We'll have far fewer "dropouts" from $10,000 Bell Telephone training programs.

4. We will have happier, more productive workers who like what they are doing. I personally cannot imagine how dreadful it would be to have get up morning after morning and go to a job I couldn't stand.

5. Last, but certainly not least, we will develop in our citizens a respect and an admiration for the skills of workers at all levels of the employment spectrum. We will give dignity to persons in all fields of work.

When we can do those things, I think we will find that public education will once more enjoy the support of citizens. Only then will we be giving them their money's worth.

Richard Wurman said:

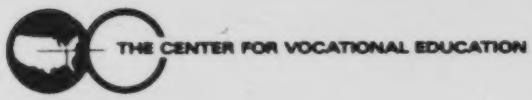
> The city is education . . . it is a classroom without walls, an open university for all people of all ages offering boundless curriculum, with unlimited expertise. If we can make our urban environment comprehensible and observable, we will have created classrooms with endless windows of the world.

That is my vision and the dream of my boss, Dr. Nolan Estes, for the future of public education in this great country. In this bicentennial year, as we look with nostalgia to our glorious past, we challenge you to make this dream a reality for the millions of young people whose futures the people gathered in this room hold in their hands.

BASIC NEEDS OF LARGE CITY VOCATIONAL EDUCATION PROGRAMS

by Daniel E. Koble, Jr. and Kay A. Adams*

(An Interim Progress Report of the National Large Cities Vocational Education Needs Study.)



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*Daniel E. Koble, Jr., is a Research Specialist and Kay A. Adams is a Graduate Research Associate at The Center for Vocational Education, The Ohio State University, Columbus, Ohio.

ASSESS THE EFFICIENCY AND EFFECTIVENESS OF EXISTING VOCATIONAL PROGRAMS

A. Identify areas which need to be improved or eliminated.

B. Gather information about strengths for use in promoting the program.

C. Gather information about needed improvements to support requests for additional funds or other resources.

COMPILE BASELINE DATA FOR THE EXISTING VOCATIONAL EDUCATION PROGRAM

A. Compile and publish basic information about the program.

1. Numbers of vocational education staff classified by location, content area and job assignment.

2. Amount and percentages of dollars invested in vocational education programs from local, state, federal or other sources.

3. Numbers of students served by location, classification and content areas.

B. Every vocational staff member should know this basic information and be prepared to use it.

DEVELOP DETAILED ANNUAL AND LONG RANGE MASTER PLANS FOR VOCATIONAL EDUCATION

A. Use to support requests for additional funds and other resources.

B. Use to raise confidence levels of key persons and agencies.

C. Supply to key persons and agencies as a basis for planning their support of vocational programs.

IDENTIFY NEEDS FOR VOCATIONAL PROGRAMS IN THE AREA SERVED BY THE EDUCATION AGENCY

A. Survey job opportunities and entrance requirements.

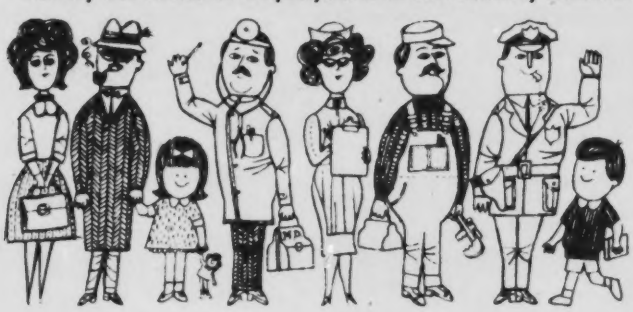
B. Survey student interests, aptitudes and abilities.

C. Survey parent interests and attitudes.

D. Survey educators knowledge and attitudes.

E. Survey needs of citizens other than regular public school students.

F. Survey attitudes of employers and community leaders.



SECTION TWO:

THE ROLE OF THE CITY DIRECTOR IN CURRICULUM DEVELOPMENT

THE ROLE OF THE CITY DIRECTOR IN CURRICULUM DEVELOPMENT

by Bertran F. Wallace*

General Information

Yonkers is the fourth largest city in the state of New York where a multi-faceted population of 205,000 live. It is the largest suburban city in Westchester County. Its school population is 28,000 from kindergarten to twelve. We operate on a 5-3-4 and a 6-3-3 system. We have thirty-one elementary schools, six middle schools, two junior high schools, four high schools, one vocational self-contained high school, and an area center that serves secondary general, disadvantaged, and handicapped students, as well as adult general, disadvantaged, and handicapped students. I have program responsibilities for home economics and industrial arts in middle, junior, and high schools; and vocational education subjects in five high schools and the area center. The staff consists of two coordinators, a placement and follow-up specialist, a cooperative work experience teacher, a job developer, and a senior stenographer.

Introduction

Curriculum as defined in Webster's Dictionary is "the course of study offered by a school system," and curriculum by personal definition is meeting the needs of the individual and equipping that person with academic and vocational skills which will assist him/her in becoming employable; thus providing our society with a productive and contributive citizen. I find it difficult to share my views on curriculum without mentioning instruction, however, instruction will be covered by three astute colleagues. My philosophy on curriculum development is based on the premise that curriculum and instruction are interwoven and should interact within the total environment. This environment includes the educational, economical, social, and political arenas. The curriculum should be developed to provide for all students; accelerated, average and slow learners; equal opportunity to learn at their own pace until such time as they have reached their level of achievement. This might mean getting on and off the roller coaster throughout life. Recent developments in education such as, individualized instruction (LAPS), modular design,

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*Bertran F. Wallace is Director of Occupational and Continuing Education, Yonkers Public Schools, Yonkers, New York.

student activity charts, accountability, relevance, and performance based curriculum have mandated that we in education become more concerned about the needs of all students, the rate of student learning, and the ability of the instructor and the administrative staff to develop and reevaluate curriculum within the school system.

In this connection, I feel that my job is to organize, humanize, deputize, and supervise the staff and curriculum development from the drawing board to the finished product. In order to accomplish this end, I had to work towards establishing a creative and receptive climate within the school system. Therefore, I will share my feelings on the major issues of the Role of the City Director in Curriculum Development, namely:

1. Planning and Development,
2. Implementation and Management,
3. Evaluation.

Planning and Development

Planning and development means to me that I should be in consultation with the following:

1. Superintendent of Schools
2. Advisory Council on Vocational Education
3. Consultant Committees
4. Architects
5. Purchasing Agent
6. Interested Instructors
7. Building Administrators
8. Colleagues
9. Graduates of specific programs
10. Employment Agencies
11. Concerned parent groups
12. Financial personnel
13. Local employers
14. Vendors

It is important to familiarize yourself with the state plan, federal and local regulations and guidelines, as it pertains to curriculum and facility planning and development. It is also necessary that the director:

1. Develops short- and long-range plans,
2. Prepare goals and objectives,
3. Review and upgrade existing goals and objectives,
4. Prepare evaluation instrument,
5. Prepare management schedule with target dates,
6. Review and approve all feedback from resources,
7. Interview and hire new staff,
8. Modify existing curriculum with assistance from staff,

9. Prepare schedule of events with activities, responsible person and target dates,
10. Prepare placement and follow-up system,
11. Select alternatives, and
12. Develop methodology and techniques of classroom instruction.

If priorities were set for the planning and development process, it would be necessary to research, study, and evaluate the community for which you plan to work before accepting the position, if offered to you. Obtain data from local personnel whom you trust and from state officials who can provide evaluative data. I would then process this information and develop my course of action, utilizing schedules, charts, time frames, and consultants. Being knowledgeable of the task ahead and having some practical experience should enable you to accomplish your goal. Directions, in terms of developing specific programs, such as, vocational education must be provided by the director. Factors to be considered are:

1. Target population to be served,
2. Number of personnel to be housed,
3. Staff needed to serve your population,
4. Employment opportunities,
5. Available resources,
6. Experience in building a new facility,
7. Experience in rehabing an existing building, and
8. Relocating programs.

Implementation and Management

Goals and objectives are important if the curriculum is to be meaningful and profitable to the individuals being served. It is extremely significant that the instructional and non-instructional staff know what is to be done--who will do what--when it will be done and how well was it done. The director is responsible for developing goals and objectives by coordinating this activity with central office personnel, advisory council committees, consultants, building administrators, and the instructional staff before and during the implementation phase. In addition, the director is to make certain that directions are clearly understood by his/her staff--(central office), the instructional and administrative staffs. I feel that instructors are the chief implementors, while the building administrators serve as resource people, supervisors, and troubleshooter in problem solving. Building administrators should then communicate the results to the director. (Personal note: My office operates in this manner.) We must or should do the following:

1. Administer and supervise the curriculum,
2. Establish guidelines that are functional and attainable,
3. Maintain and sustain student involvement and activities by meeting their individual need,
4. Maintain quality programs, make revisions when needed,
5. Deputize (delegate responsibility for assistance with implementation), and
6. Reassess and reevaluate course content, equipment, instructional material, and teaching technique and methods.

Managing and/or monitoring the curriculum is one of the chief responsibilities of the director or supervisor. To provide the day to day instructional and monitoring activities, I feel a successful manager will have self-motivated, self-directed, self-assured, competent instructors and administrators. In addition, I have concerns about staff development--an area in which the director must provide leadership. In this regard one may focus on the following activities:

1. Staff workshops,
2. Participation at professional conferences,
3. Consultant committee meetings with selected students and instructors,
4. Staff meetings--regularly scheduled, and
5. Meetings with local, state, and federal top level management.

Another important factor is hiring competent and efficient personnel--personnel to whom you may freely delegate responsibility of assistance. But, never delegating your accountability--thus enabling you to maintain quality control in the implementation and management phase.

Evaluation

The role of the director in the evaluation of the curriculum, positively requires the determination of the relationship between the objectives established for the curriculum and the performance that is obtained. It is expedient that the following material and activities be initiated by the director:

1. Develop individual training/learning package--
   a. LAP
   b. Modular Designs
   c. Other self-contained learning activities,
2. Prepare performance objectives--include the cognitive application,
3. Provide learning opportunities for the instructional staff in order that they may improve and develop their skills,
4. Generate alternatives as needed--select best alternative and field test the selected alternatives,
5. Evaluate the results from the field testing, and
6. Provide for feedback--allow time to analyze information and then take steps to modify evaluation process.

I also feel that an instrument by which to measure the effectiveness of the instructor and the attainment of acquired skills by students, should be planned and developed under the leadership of the director, but delegated to members of the staff for implementation. This instrument should be shared with instructors and students for their input. Central office staff, advisory council members, craft committees, and selected employers should also participate in this process. Participants would then know for what they are being evaluated, thereby promoting and creating a cooperative and productive climate.

Again, the director should exercise quality control by selecting the instrument which will measure the performance and cognitive skills of the

student and the instructor. In conclusion, I will summarize this position paper and hopefully provide the readers with several recommendations which might bring them the success as I feel I have attained to this date. Let me reassure you that new ideas and behavioral modifications are still being researched, studied, and implemented.

Summary and Recommendations

It is my opinion that every director/administrator of vocational education should possess the skills to conduct the activities and events discussed in *Planning and Development; Implementation and Management and Evaluation.* Based on my personal experience, I would like to present the following recommendations for facilitating curriculum development within a school system.

1. Risk taking--you should be willing to share ideas and opinions with the staff and be prepared for both positive and negative reactions. The director should encourage within his/her staff the development of leadership skills.

2. Include all staff members and selected resource people in the curriculum development process.

3. In order to accomplish your mission, select a competent staff of individuals who possess the strengths you need.

4. Plan your objectives in a realistic and meaningful way.

5. Be flexible, allow yourself to move in a positive manner when developing ideas.

6. Learn all you can about your job; be secure in your own mind; acquire as many skills as you possibly can; be wise and prudent enough to recognize strengths as well as weaknesses; and make certain that you have individuals on your staff who can help strengthen the areas in which you are weak.

In conclusion, the director must focus on planning, development, implementation, management, and evaluation in order to develop curriculum that will benefit all students within the school system.

THE ROLE OF THE VOCATIONAL DIRECTOR IN CURRICULUM DEVELOPMENT

by Jerry C. Olson*

The city vocational director's role in curriculum development is a leadership role requiring a dynamic individual. The director is responsible for the grand design, mission, and the great plan calling for curriculum change and the institution of educational progress. The process involves a chain-like sequence of relevant and integrated events that serve as stepping-stones which lead to competency-based terminal performance objectives. The director has the capability to change the character and direction of the organization by initiating action born of imagination and a sense of mission. It is the director's responsibility to make major innovations in bringing program and service delivery to students by breaking with tradition and taking risks for broad and high educational purposes.

The process of developing effective curricular change involves a sequence of actions which (1) identify roles and attitudes; (2) involve conceptual structures; and (3) alter interaction processes. The pages which follow identify performance components which the director must exhibit to perform the roles identified. The vocational director's attitudes, his ability to develop conceptual structures, and his ability to implement interaction processes will, in a large measure, determine his success and effectiveness as the vocational curriculum leader of the system. As referred to above and developed on the following pages, the vocational director's role does not simply center on development activities alone. Development activities are one link in the chain developed herein through the process of identifying performance components and roles in sequence.

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*Jerry C. Olson is Superintendent of Schools, Pittsburgh, Pennsylvania.

PERFORMANCE COMPONENT: COMPETENCE

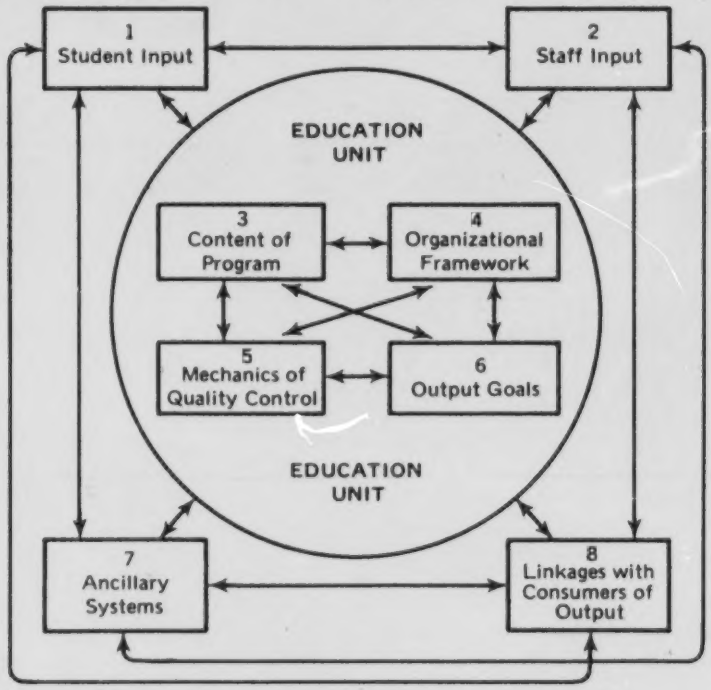
IDENTIFY ROLES AND ATTITUDES:

To analyze the climate for change in the school setting and outlining strategies for change.

To add to the staff's understanding of the educational and social function of the school in the rapidly changing American society.

INVOLVE CONCEPTUAL STRUCTURES:

CATEGORIES OF SYSTEM ATTRIBUTES OF EDUCATION UNITS



Source: Sloan R. Wayland, "The Context of Innovations: Some Organizational Attributes of Schools," *Strategies for Planned Curricular Innovation*, Teachers College Press, Columbia University, N.Y., 1970-71.

IMPLEMENT INTERACTION PROCESSES:

Competence in strategically placing personnel inputs into the properties operating inside the school as an educational unit establishes the climate for change. Once this climate has been accomplished, the linkages which the school system has with other social systems can influence the interrelationships built into the contents of program offerings and the mechanics of implementation and evaluation.

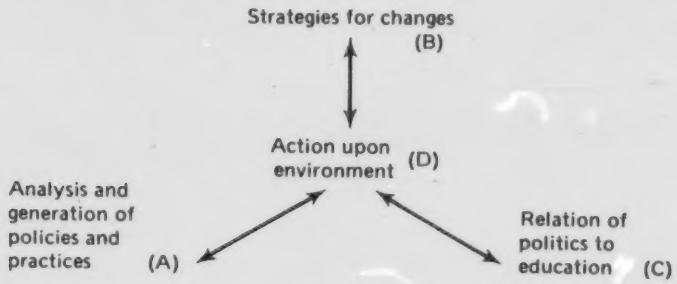
PERFORMANCE COMPONENT: COMMUNICATIONS

IDENTIFY ROLES AND ATTITUDES:

To effectively communicate a knowledge of programs and materials which respond to established goals within the realities of the educational setting.

To stimulate leadership with classroom teachers to vary their function and orientation from supportive to directive and from content to process respectively, depending upon individual needs.

INVOLVE CONCEPTUAL STRUCTURES:



Dimensions of Curricular Response

Source: John S. Mann, "High School Student Protest and The New Curriculum Worker: A Radical Alliance," *Approaches in Curriculum*, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1973, p. 164.

IMPLEMENT INTERACTION PROCESSES:

Via the communication process action can be generated to produce new facts and to study new problems. The interaction provides "the opportunity for the integration, application and testing of knowledge in connection with the external parts." By understanding the dimensions of providing curricular responses that react to the variables of policy and practice generation and to the influences of politics on education, the curriculum director can lead teachers in the development of new strategies for change.

PERFORMANCE COMPONENT: GUIDANCE

IDENTIFY ROLES AND ATTITUDES:

To demonstrate personal interaction techniques such as consultation, dialogue/encounter, computation, negotiations, and counseling by using self as a resource example.

To encourage using such group training techniques as role playing, simulations, case studies, growth exercises, games, and media recording systems.

INVOLVE CONCEPTUAL STRUCTURES:

	Conventional	CBVE
Objectives	General	Specific and Behavioral
Content	Textbook(s) Lectures	Modules, Multi-Media
Nature of Instruction	Group Oriented-Lectures Recitations	Individual Oriented-Self-Paced Study, Tutoring
Evaluation	Tests, Quizzes, and Written Exams: Norm-Referenced	Performance in School or Job Situations: Criterion-Referenced
Feedback Emphasis	Seldom Achieving Grades--Knowing	Frequent Achieving Competence--Doing
Completion	Time-Based	Performance-Based

Conventional Materials/Programs	CBVE Materials/Programs
1. Content-Based	Competency-Based
2. Time-Based	Performance-Based
3. Group Paced	Individually Paced
4. Group Needs	Individual Needs
5. Delayed Feedback	Immediate Feedback
6. Textbook/Workbook	Multi-Media Materials
7. Course Oriented	Module Oriented
8. Classroom-Based	Field-Based
9. Instructors	Resource Persons
10. General Objectives	Specific Objectives
11. Subjective Criteria	Objective Criteria
12. Norm-Referenced	Criterion-Referenced

Source: Lawrence A. Walsh, "Is Competency-Based Education Likely to Occur in Vocational Education?", *The Outlook for Occupational Education*, School Division: Association of American Publishers, New York, N.Y., 1975.

IMPLEMENT INTERACTION PROCESSES:	The influences of guidance and personal example can make the difference in changing from conventional programs to competency-based vocational education programs. In a similar manner, growth can be achieved by using group training techniques to encourage teachers to utilize competency-based materials and techniques. Leadership from the curriculum director is essential in implementing this reform philosophy which addresses problems rather than merely mounting programs.

PERFORMANCE COMPONENT: PERCEPTION

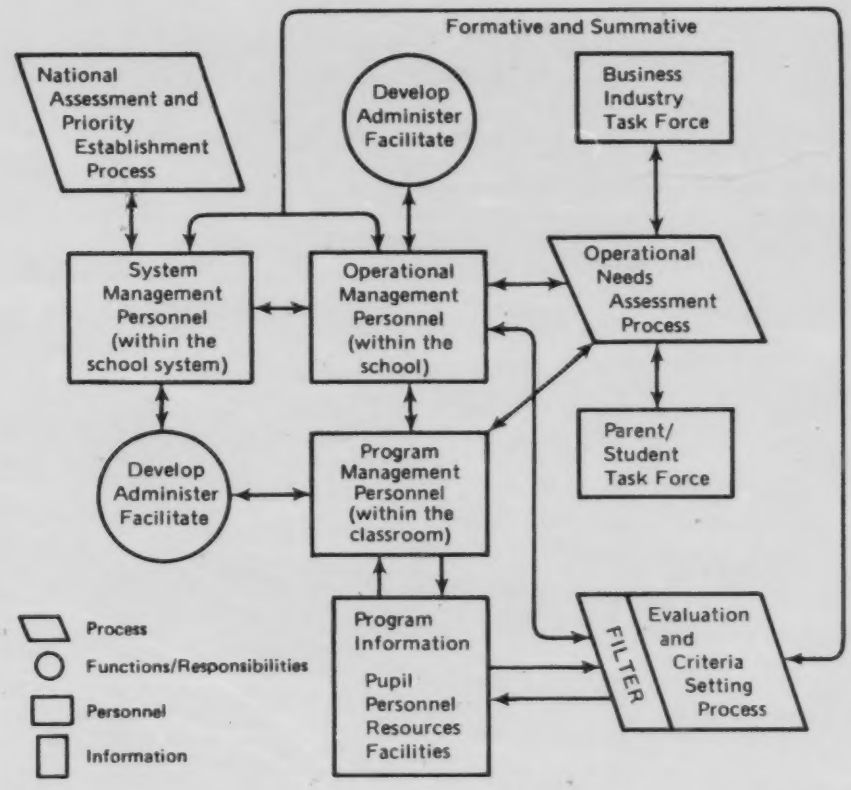
IDENTIFY ROLES AND ATTITUDES:

To help personnel, including teaching staff, respond to need assessment processes and to develop record keeping procedures to be used in measuring and evaluating program outcomes.

To develop alternate programs and/or mini courses for particular groups of students.

INVOLVE CONCEPTUAL STRUCTURES:

A Local Educational Administrators Management Model for Career Education



Source: Jerry C. Olson, "Implementation of Career Education in a Local Education Agency," Career Education, American Vocational Association, Washington, D.C., 1973.

IMPLEMENT INTERACTION PROCESSES:	The director's perception and capacity to identify and to analyze the key needs of the business/industry community as well as parents and students highlights the importance of determining priorities in program development, implementation, and evaluation. The continual renewal strategy encourages a curriculum rationale which eliminates duplication and fragmentation and stimulates the concept of developing alternative programs to meet the needs of a given student body.

PERFORMANCE COMPONENT: SENSITIVITY

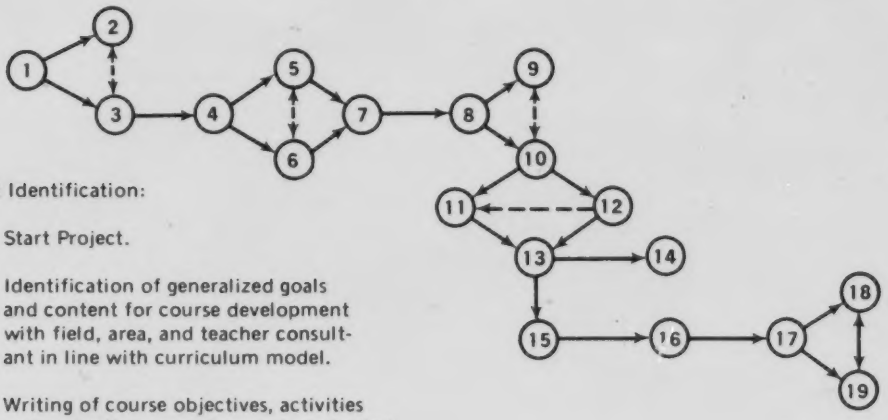
IDENTIFY ROLES AND ATTITUDES:

To communicate to all personnel the developmental steps of course development and to offer experiential workshops in each curriculum area, including planning and development, making materials, using A-V equipment, utilizing the community as a resource, record keeping and assessment.

To organize conferences, seminars, workshops, colloquium, courses, and symposia.

INVOLVE CONCEPTUAL STRUCTURES:

Event Overview: Course Guide Development and Implementation*+



Event Identification:

1. Start Project.
2. Identification of generalized goals and content for course development with field, area, and teacher consultant in line with curriculum model.
3. Writing of course objectives, activities and evaluation procedures using adopted format.
4. Submit material to editor for first review.
5. Rewrite as needed.
6. Submit to teacher and field consultants for review.
7. Restructure as needed; write introductory sections for course guide.
8. Submit material to editor for second review.
9. Rewrite as needed.
10. Final review with editor and teacher representatives.
11. Develop audiovisual materials for selected programs.
12. Design in-service activities to be implemented for newly written course guides in cooperation with field supervisors for instruction.
13. Submit materials and in-service plans to project coordinator.
14. Submit course guides to director of curriculum.
15. Proofread course guides for final production.
16. Produce masters for publication purposes.
17. Proofread masters.
18. Print course guides.
19. Initiate in-service training sessions.

*Given: Backlog of course guide materials, operational model and standardized format developed

+Key: ◯ — Event for each area—business, health occupations, home economics, trade-industrial education

Source: Jerry C. Olson, *Survey the OVT Division, Charges, Accomplishments, Plans*, Pittsburgh Public Schools, Pittsburgh, Pennsylvania, 1969, p. 29.

IMPLEMENT INTERACTION PROCESSES:	Through sensitivity to the interrelationships of staff and by providing long-range planning techniques, the director can produce courses of study which clearly depict: (1) general objectives; (2) scope and sequence of content; (3) topical units in the core curriculum identifying specific objectives, outlining "Developing Core" and recommending "Learning Activities"; and (4) A-V aids, reference, and evaluation techniques.

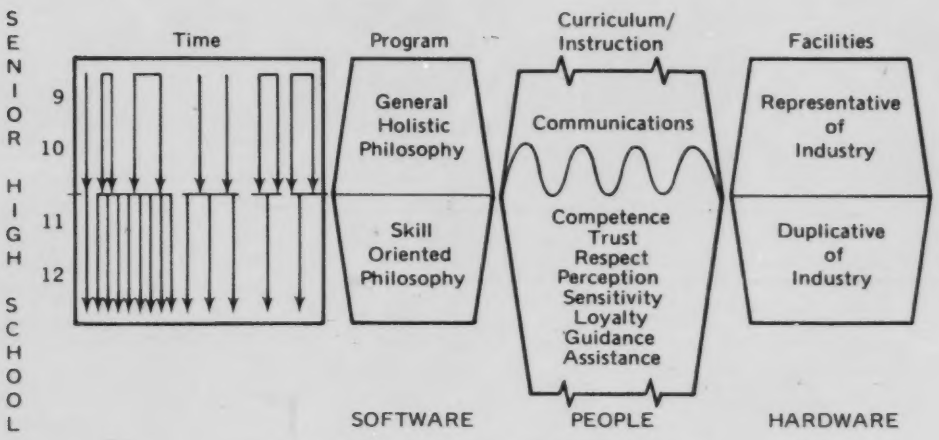
PERFORMANCE COMPONENT: RESPECT/TRUST

IDENTIFY ROLES AND ATTITUDES:

To implement and facilitate individual teacher self-evaluations for the vocational education components at their disposal as a part of the teacher evaluation process.

To lead the efforts for participation in consortia and other cooperative interschool networks which provide interdisciplinary instruction where appropriate.

INVOLVE CONCEPTUAL STRUCTURES:



Performance Components of OVT Education

Source: Jerry C. Olson, "Pittsburgh's Industrial Arts Programs are Performance Oriented and Designed to Meet Student's Needs," *Industrial Arts in Senior High Schools*, American Council on Industrial Arts Teacher Education, 22nd Yearbook, McKnight Publishing Company, Bloomington, Illinois, 1973.

IMPLEMENT INTERACTION PROCESSES:

Respect and mutual trust between the director and the system's teachers is essential in initiating a self-evaluation process. The components on which program implementation depends provide the basis for identifying the intent and objectives set forth for the program operation. A clear understanding of the components will allow leadership to be exhibited in crossing discipline lines and making the best use of time in developing skills to take directly to the labor market or to continuing education activities.

PERFORMANCE COMPONENT: ASSISTANCE

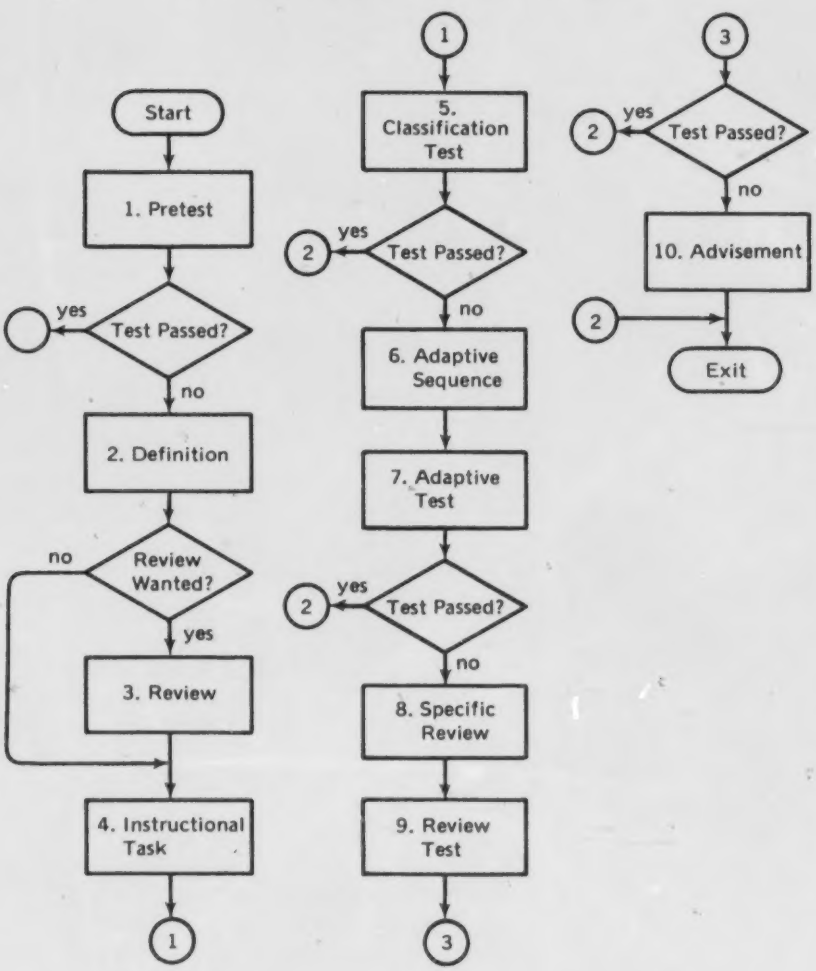
IDENTIFY ROLES AND ATTITUDES:

To identify those aspects of specific programs which are in need of update in order that they may provide alternative routes to successful performance by individual students.

To give feedback to teachers based on regular observations and intuitive analysis instruments, videotape, film, and sound tape feedback systems of classroom and job role performance of individual students.

INVOLVE CONCEPTUAL STRUCTURES:

Instructional Model for Concept Acquisition



Source: Robert D. Tennyson, "Adaptive Instructional Models for Concept Acquisition," *Educational Technology*, Volume XV, Number 4, April 1975, p. 11.

IMPLEMENT INTERACTION PROCESSES:	The assistance a director can provide in identifying alternate program routes that identify "spin-off" levels for all students, including the handicapped, are directly proportionate to the amount and type of feedback from classroom and job performance observations and analyses that are pre-planned through curriculum development activities.

THE ROLE OF THE CITY DIRECTOR IN CURRICULUM DEVELOPMENT

by Charles E. Adwell*

Vocational educators, especially at the administrative level, must provide management leadership expertise so that challenges to education can be more adequately addressed.

The role of the city director of vocational education in providing leadership in the development of curriculum in his school system can be determined to a great extent by a number of variable factors. Some of these are:

1. The concept of the superintendent of schools as to the importance of vocational education to the total school program,

2. The position occupied by the director of vocational education in the general staff organization,

3. The relationship of the director of vocational education to the business and industrial community,

4. The extent to which the school system has met the "challenge of change" in the past.

Vocational directors of large urban school systems have many common problems. The school system which I represent has a school population of approximately 80,000 students.

The affluent population has in some cases fled to the suburbs. Student achievement levels are especially low in the socioeconomically disadvantaged areas. The dropout rate is great in these areas. These conditions indicate a need for a close analysis and assessment of the curriculum. Once needs are determined, the total community must be involved in the development of a curriculum which meet the needs of all facets of community life.

The local director should play a major role in helping to involve the many agencies and groups which have a vested interest in the development of a curriculum relevant to the needs of the total community. Some of these are:

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*Charles E. Adwell is Coordinator of Vocational Education Program Development, Metropolitan Nashville Public Schools, Nashville, Tennessee.

1.0 Vocational Department Staff

1.1 The administrator must work to provide leadership for his staff members and encourage their involvement with the educational and lay community in curriculum development.

2.0 Central Office Staff

2.1 The director of vocational education should play an important role on committees, such as superintendents curriculum council--in-service committee, Title IX implementation committees, and other relevant groups.

2.2 The director should assist in facility planning to insure program implementation space and equipment.

2.3 The concept of career education should be supported by the local director so that the concept will have its impact on the subject matter areas kindergarten through twelve.

2.4 The local director should encourage the approval of an adequate budget for curriculum improvement and community needs asssessments.

3.0 State Department for Vocational Education

3.1 The local director should provide guidance and assistance to state curriculum laboratories and encourage statewide distribution of materials developed.

3.2 Encourage the appropriation of funds for local or cooperating county curriculum workshops.

4.0 Local Teacher Training Institutions

4.1 Provide the institutions with information relative to teacher training needs.

4.2 Involve his staff with the instruction program of the teacher training institution.

4.3 Evaluate and make assessments of the program offered by the institutions.

5.0 Community Resources

5.1 The General Advisory Committee

5.01 The local director should draw valuable information from this group such as--training needs--update curriculum--work experience for students, etc.

5.2 Craft Committees

5.02 The director should encourage a close relationship of instructors and committee members to improve and update the curriculum.

5.3 Industry

5.03 Most large industries have training directors and training programs. The local director will receive valuable information and curriculum programs especially for adult education.

5.4 Labor Unions

5.04 Apprenticeship committees, composed of management and labor personnel, provide an excellent source of updated program materials. Some of these committees use universal curriculum materials developed by experts at universities such as Ohio State and Purdue.

6.0 Out of State Curriculum Sources

6.1 Many state departments for vocational education and universities have excellent curriculum materials which the local director could encourage his staff to review. Ohio State is well known for this service.

7.0 Local School Personnel

7.1 Principals--Assistant Principals and Guidance Counselors

These professionals in the school can give the director assessments of the curriculum as it functions in each class. Local school administrators should work with the city director in determining special curriculum needs.

7.2 Instructor

Here the city director and his staff play the most important role. The instructor must implement the curriculum. There are few teachers who use a curriculum effectively without involvement in its construction. The city director is charged with the responsibility of providing the instructor with opportunities through workshops, teacher training courses "Curriculum Building," and resources for developing his own curriculum.

Equipment should also be on hand in each school to develop teaching aids and hand out materials. The textbook is an instrument of the curriculum implementation. The city director should be involved with the instructors in the selection of the text to be used city-wide. Most school systems adopt every five years.

8.0 Department of Vocational Rehabilitation

8.1 The expertise in adapting the curriculum to the handicapped.

8.2 They offer much in job placement.

9.0 Welfare Departments

9.1 Provide counseling and clients for adult programs. The local director can learn much from the counselor such as client needs and program needs.

10.0 Health and Hospital Council

10.1 Publish regular needs assessment.

10.2 Provide input into curriculum modifications.

11.0 Council for Retarded

11.1 The director can learn the adjustments which must be made in the curriculum to mainstream the retarded children and adults.

12.0 Juvenile Courts

12.1 Provide input concerning school related problems.

12.2 Providing counseling for school personnel relative to curriculum needs.

13.0 Labor Department

13.1 Personnel in this department interpret rules and regulations pertaining to student employment in work experience programs.

13.2 The Labor Department also is most helpful in needs assessments.

14.0 Chamber of Commerce

14.1 The broad experience of members of this organization is very helpful in community needs assessments and curriculum adjustments.

15.0 Commercially Produced Curriculum Material and Teaching Aids

15.1 Many companies have developed material which should be given consideration by administrators.

15.2 The local directors should become aware of capabilities of equipment which speeds up learning. TV--8 mm loops, Dial Access Retrieval Systems, and others.

In the opening remarks, I indicated that Metro Nashville, like most cities, has its problems. I would like to point out that I am very optimistic as to the future of our school system. We have one very good comprehensive high school. Five others will be in operation in 1977 and six are in the planning at the present time.

THE ROLE OF CITY DIRECTOR IN CURRICULUM DEVELOPMENT

Working Synthesis Report

1. Introduction

1.1 Education in the large cities in this country is experiencing challenges that have never been experienced before. Various societal changes have intensified the challenges.

1.2 Educators must realistically look at these challenges and their impact on the present curriculum and ask the question, "Is our curriculum meeting the needs of the people in our large cities?"

1.3 Vocational education is a part of the school curriculum that many feel will play a key role in meeting these challenges.

1.4 The director is responsible for the grand design, mission, and great plan calling for curriculum changes and the institution of educational progress. It is the director's responsibility to make major innovations in bringing program and service delivery to students by breaking with tradition and taking risks for broad and high educational purposes.

2. Variables Affecting Director's Role

The role of the director in providing leadership to curriculum development is affected by many factors. Some of these are:

2.1 The concept of the superintendent of schools as to the importance of vocational education to the total school program.

2.2 The position occuped by the director of vocational education in the general staff organization.

2.3 The relationship of the director of vocational education to the business and industrial community.

2.4 The extent to which the school system has met the "challenge of change" in the past. The capabilities of the staff in a changing school's population.

2.5 The perception and interaction of the director of vocational education in dealing with the political environment of the city, district, state, and national levels.

2.6 The effects of labor and business and market and employment trends.

2.7 The degree of competition and duplication of efforts by various agencies and institutions.

2.8 The availability of funds and efficient utilization of these funds.

2.9 Identification and utilization of alternative educational options.

2.10 Involvement of the director with many agencies and groups which have a vested interest in curriculum development.

2.11 The extent of involvement of business and industry in school activities.

2.12 The nature of community expectations for the schools curriculum.

2.13 The utilization of advisory groups.

2.14 The involvement of the school board in "shared decisions" concerning curriculum.

2.15 The availability and utilization of community resources.

2.16 The degree of cooperation between teacher education institutions and the director in in-service and preservice.

3. Processes for Developing Curricular Change

3.1 The instructional and non-instructional staff must be informed of what is to be done--who will do it--when it will be done--and how it will be evaluated.

3.2 There must be a well understood planning process involving the central office personnel, advisory council committees, consultants, building administrators, and the instructional staff.

3.3 The process of developing effective curricular change involves a sequence of actions to identify roles and attitudes; involve conceptual structures; and alter interaction processes.

3.7 There is a need to administer and supervise curriculum development.

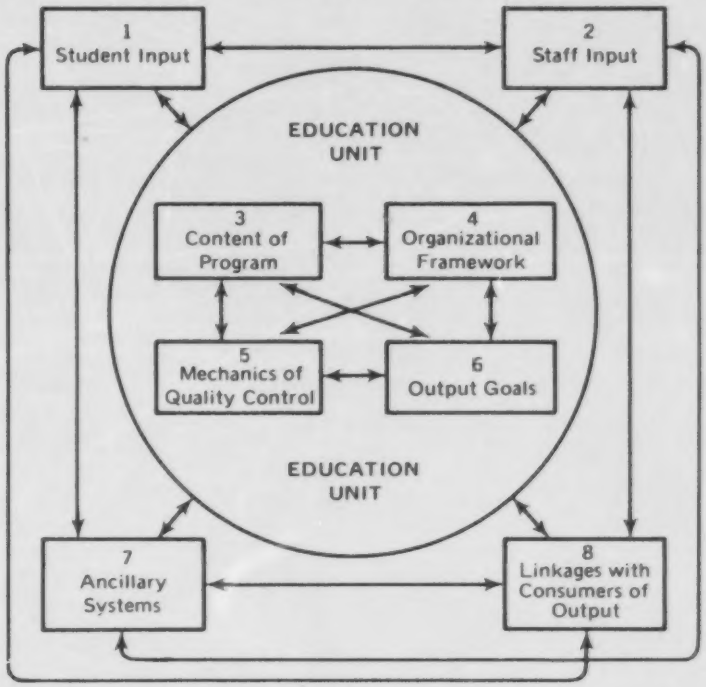
3.8 Specific guidelines need to be established.

3.9 Specific delegation of responsibility to individuals and groups.

3.10 Reassessment and reevaluation of finished product is required as well as pilot testing before it is put into operation.

INVOLVE
CONCEPTUAL
STRUCTURES:

CATEGORIES OF SYSTEM ATTRIBUTES OF EDUCATION UNITS

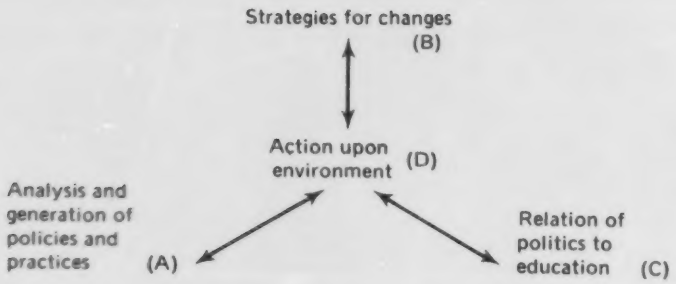


Source: Sloan R. Wayland, "The Context of Innovations: Some Organizational Attributes of Schools," *Strategies for Planned Curricular Innovation*, Teachers College Press, Columbia University, N.Y., 1970-71.

IMPLEMENT
INTERACTION
PROCESSES:

Competence in strategically placing personnel inputs into the properties operating inside the school as an educational unit establishes the climate for change. Once this climate has been accomplished, the linkages which the school system has with other social systems can influence the interrelationships built into the contents of program offerings and the mechanics of implementation and evaluation.

INVOLVE CONCEPTUAL STRUCTURES:


Strategies for changes
(B)
Action upon environment (D)
Analysis and generation of policies and practices (A)
Relation of politics to education (C)

Dimensions of Curricular Response

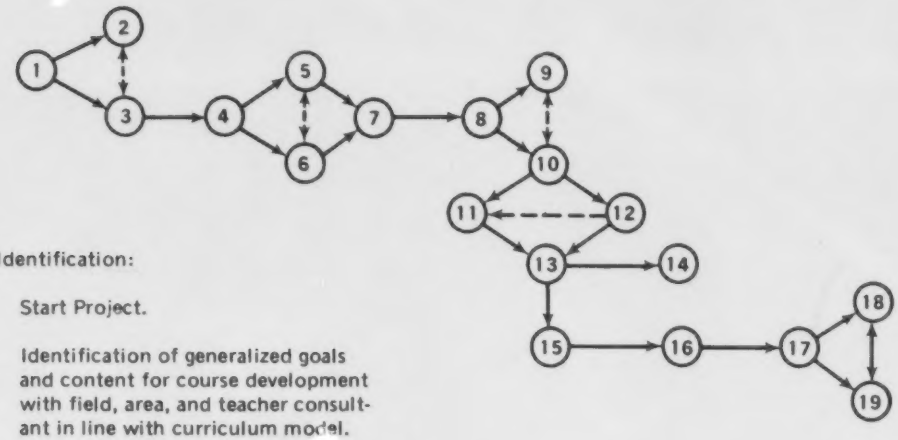
Source: John S. Mann, "High School Student Protest and The New Curriculum Worker: A Radical Alliance," *Approaches in Curriculum*, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1973, p. 164.

IMPLEMENT INTERACTION PROCESSES:

Via the communication process action can be generated to produce new facts and to study new problems. The interaction provides "the opportunity for the integration, application and testing of knowledge in connection with the external parts." By understanding the dimensions of providing curricular responses that react to the variables of policy and practice generation and to the influences of politics on education, the curriculum director can lead teachers in the development of new strategies for change.

INVOLVE CONCEPTUAL STRUCTURES:

Event Overview: Course Guide Development and Implementation*+



Event Identification:

1. Start Project.
2. Identification of generalized goals and content for course development with field, area, and teacher consultant in line with curriculum model.
3. Writing of course objectives, activities and evaluation procedures using adopted format.
4. Submit material to editor for first review.
5. Rewrite as needed.
6. Submit to teacher and field consultants for review.
7. Restructure as needed; write introductory sections for course guide.
8. Submit material to editor for second review.
9. Rewrite as needed.
10. Final review with editor and teacher representatives.
11. Develop audiovisual materials for selected programs.
12. Design in-service activities to be implemented for newly written course guides in cooperation with field supervisors for instruction.
13. Submit materials and in-service plans to project coordinator.
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18. Print course guides.
19. Initiate in-service training sessions.

*Given: Backlog of course guide materials, operational model and standardized format developed

+Key: ◯—Event for each area—business, health occupations, home economics, trade-industrial education

IMPLEMENT INTERACTION PROCESSES:

Through sensitivity to the interrelationships of staff and by providing long-range planning techniques, the director can produce courses of study which clearly depict: (1) general objectives; (2) scope and sequence of content; (3) topical units in the core curriculum identifying specific objectives, outlining "Developing Core" and recommending "Learning Activities"; and (4) A-V aids, reference, and evaluation techniques.

3.11 School and other agency projections and data should be utilized in curriculum development.

4. Summary and Recommendations

4.1 The director must focus on planning, development, implementation, management, and evaluation in order to develop curriculum that will benefit all students within the school system.

4.2 Risk taking is essential--the director should be willing to share with the staff, ideas and opinions, and be prepared for both positive and negative reactions.

4.3 The director should encourage within the staff the development of leadership skills and abilities.

4.4 Staff and selected resource persons should be involved in the curriculum development procedure.

4.5 The director should develop a strong staff with the strengths needed to complement the director's abilities.

4.6 Objectives should be realistic and meaningful.

4.7 Maintain flexibility in curriculum development thought.

4.8 The director has the ultimate responsibility for the curriculum product, however, it is essential that instructional and non-instructional staff be given a freedom to recommend their concepts for curriculum content. The final decisions should be a basic concensus of those involved in the development of the curriculum.

SECTION THREE:

THE ROLE OF THE CITY DIRECTOR IN INSTRUCTIONAL IMPROVEMENT

THE ROLE OF THE CITY DIRECTOR IN INSTRUCTIONAL IMPROVEMENT

By David Berryman*

Instructional improvement is one of the most important and most constant responsibilities of a city director of vocational and technical education, whether he is able to do this function or whether it is assigned to another administrative staff person. The director must utilize techniques of planning, preparation, delivery, articulation, and evaluation in order to accomplish this objective--instructional improvement.

The planning process really starts with the employment of new teachers. New teachers are employed, to a great extent, directly from business or industry. This creates an immediate need to plan a preservice training program for these people. In some states an educational and orientation program for new teachers is provided by the state department of education while in other states this service is provided by teacher-training institutions. Should neither of these agencies provide these programs, the sole responsibility for preservice training rests with the city director. In no way can one expect a new instructor with no teaching experience to even exist in the shop or classroom, much less succeed, without some form of preservice training.

Planning for instructional improvement really begins with planning and continues through evaluation. As soon as a teacher enters the classroom, a program for in-service training becomes a factor in the instructional program from then on. The teacher is responsible for developing a task analysis and an instructional analysis before any organized instruction takes place. The listing of competencies and skill needs are as necessary to a task analysis as a course of study and lesson plans are to an instructional analysis.

How does a teacher learn to develop a task analysis and an instructional analysis? How does a teacher learn the principles, methods, and techniques of teaching? Most are learned initially through preparation. As the teacher becomes more experienced, they are more finely developed through delivery, articulation, and evaluation.

Let us target our attention to the beginning teacher. In a preservice training program a glimpse of principles, methods, and techniques are

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*David Berryman is Director of Vocational Education, Springfield, Missouri and President of the National Council of Local Administrators.

introduced. The in-service preparation of the teacher must dwell on these principles, methods, and techniques. How is the preparation phase attained when, in most cases, the teacher is preparing at the same time he or she is teaching?

1. There has to be a one-on-one plan of instruction between director, or other administrator, and the teacher.

2. Teacher workshops in all phases are a most effective process. The director must organize and direct these workshops.

3. College course work can often be taken in conjunction with in-service and workshop activities. The city director can arrange for needed course work with teacher training agencies.

4. The director can accomplish much in improving the instructional process through teacher committee work. By the same token he can bring depth to the course development by involving members from advisory committees in the instructional process.

5. The involvement of teachers in seminars and conferences with their peers can contribute greatly to the growth of the teachers.

The above discussion has centered on the beginning teacher. The same plan can be applied with experienced teachers. The improvement of the instructional program must take place daily or the program stagnates. The director is responsible for projecting needs for facilities, equipment, and supplies so teachers can teach but he must devise plans for instructional improvement continuously or all else is to no avail.

The city director is responsible for the delivery of improved instruction. Administrative communication with the teacher is most essential. Improved instruction comes from a teacher with confidence--a self-confidence instilled by the director. The director must relegate the responsibility of the course successes to the teacher and, when accomplished, give the teacher full credit. This relationship between teacher and director enhances the director's role in directing the delivery of vocational instruction.

Articulation of vocational instruction can be accomplished in the same manner as delivery. Bringing it all together becomes a team effort between teacher and director. Theory and practice must be synchronized if the instruction is to be effective. This facet of instructional improvement can be attained through the involvement of industry and labor through the advisory committee again. The director who involves this reservoir of expertise will be one who recognizes and experiences instructional improvement. The return of instructors to business and industry for a few months has tremendous effect on the way instruction is delivered and articulated. Some states require this of teachers in order to have teaching certificates renewed.

The role of the city director in the evaluation of instruction is most important. Is the end product employable? The task competencies are now

evaluated on a per student basis and not lesson content. Competency ratings used in the follow-up of students will verify teacher rating, improve instruction, or identify employment problems.

More could be said about the director's role in instructional improvement. Making vocational courses available and accessible when students need them requires more from the teacher and the instructional program. The open-entry, open-exit theory has caused innovative instructional methods to be devised with individual training units, video-type instruction, and other techniques. More and more agencies have decided vocational education is their bag. In order to keep our leading position in vocational education, instruction must constantly improve and the city director must take full responsibility for it.

THE ROLE OF THE CITY DIRECTOR IN INSTRUCTIONAL PROGRAMS

By George R. Quarles*

The instructional system is affected by a variety of educational component which nourish it, shape it, and determine its effectiveness. The most critical of these components are curriculum and staff competency. The cohesive force which establishes the relationship between the components, and their ultimate impact upon instruction, is the management system. The director, through the management structure which he establishes, assumes the responsibility for the priorities which are set. These priorities are expressed in goals, in precisely formulated objectives, in implementation strategies, and in a system to insure accountability. Accountability includes evaluation processes to measure the validity of outcomes. In essence, this is a total planning process, the process by which the director asserts his leadership.

Each of the components contributes to the instructional system in a discrete and special way.

The Management System

Vocational/occupational management systems in the cities vary in the type and source of their authority within the total educational system. In New York City, the Center for Career and Occupational Education is a staff unit under the Division of Educational Planning and Support of the Board of Education. Since 1972, the Center has had assigned responsibility for planning, implementation, monitoring, and evaluation of career/occupational programs in the New York City region. This responsibility spans a range of populations and programs including elementary and intermediate career education in the thirty-two community school districts; secondary school students in regular and alternative high schools, out-of-school youth, adults, and the handicapped (youth and adult). All reimbursable funds for occupational/career education on the various levels fall within the purview of this management system. The attached flow chart designates the central units, including the discipline bureaus and the field units which constitute the management delivery system.

As a staff unit, the Center for Career/Occupational Education provides central leadership for occupational programs throughout the system. Its

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*George R. Quarles is Chief Administrator, Center for Career and Occupational Education, New York City Board of Education, Brooklyn, New York.

effectiveness and impact upon the system derives from the weight of its accomplishments and from its ability to generate and judiciously allocate special grant funds to support innovative and quality occupational education services.

While there are, of course, many advantages to line authority (among them a simplification of processes, and procedural steps) all types of authority utlimately stand or fall on the merits of their accomplishments. In the final analysis performance criteria measure the effectiveness of line authority no less than staff authority.

The Center for Career and Occupational Education has initiated and supported the development of exemplary career education programs in thirty-two community school districts, has fastered innovative skills training programs in the high schools (with the support of its central bureaus), and has significantly expanded and improved services to out-of-school youth, adults, and the handicapped.

Staff Development and Curriculum Innovation

Extensive in-service staff development and curriculum efforts have produced a substantial leadership corps in all of the districts. Its tangible achievements include an impressive curriculum (lesson-plans and audiovisual materials for infusion of career education). Heightened awareness of self and the world of work, and exploration experiences are among the benefits enjoyed by elementary and intermediate students.

In collaboration with the Division of High Schools, and with the support of the Center's bureaus and field units, innovative programs and curricula have been introduced not only in the vocational high schools, but in the academic and comprehensive high schools as well.

Staff development workshops have been conducted by the bureaus for secondary level personnel, and special workshops for adult staff have produced upgraded curricula and professional guidebooks. Efforts to upgrade the professional skills of staff have also been directed towards improving services to the handicapped, both in expanded separate training programs, and for mainstreaming, where handicapped students participate in regular programs.

The benefits of staff development on both the supervisory and instructional levels, through preservice and in-service programs, are disseminated by the Center to all levels. The sharing of benefits among the levels is within the authority of the director and represents a major focus of attention in New York City. The director must also assume an obligation to secure the active involvement and participation of the business community in staff development and curriculum. Liaison with this community is a critical factor in developing and maintaining instructional integrity. It is the director's role not only to exploit existing advisory commissions, but to initiate new contacts and assure that the channels of communication between the business community and the schools remain open and productive.

Linkages with professional training institutions are an asset for pre-service training and for in-service follow-up. These services complement staff seminars and workshops conducted by the Bureaus of Business, Trade and Technical, Home Economics, Health, Industrial Arts, and Agriculture. Our concern with the improvement of instruction through a continuum of staff development services is predicated on our commitment to the concept that preparation for work is a life-long process for student and teacher alike.

Curriculum

Instructional services must be responsibe to the complexity of need and the diversity of population which are characteristic of a large city educational system. Rapid technological change also imposes intense curriculum revision responsibilities on the system. It is our conviction that the curriculum must be both flexible and individualized, that it not be restricted to one set of instructional modes by to many. Overall, the curriculum must be responsive to the changes in industrial practices and standards, and it must meet the needs for training of non-English speakers.

Curriculum innovation affects instructional modes in a variety of ways, and should be structured to serve the early school-leaver no less than the completer. Short term courses which prepare a student with a unit or specialized skills module, for early entry into employment, have proved to be a valuable instructional strategy. Moreover, unit skills curriculum has advantages for all students, in that it encourages freedom of movement between the school and employment.

I have stressed the inevitable dependency relationship which exists between instructional innovation and staff development on the preservice and in-service levels. I have suggested that a flexible and individualized curriculum which meets diverse population needs is a vital component of the instructional process. I have also outlined the responsibilities of the director for developing a management plan with clearly defined goals, objectives, and strategies. And finally, I should like to emphasize the value and importance of a scrupulous accountability system. Accountability is achieved through an evaluation process which permits the system to police itself and correct itself.

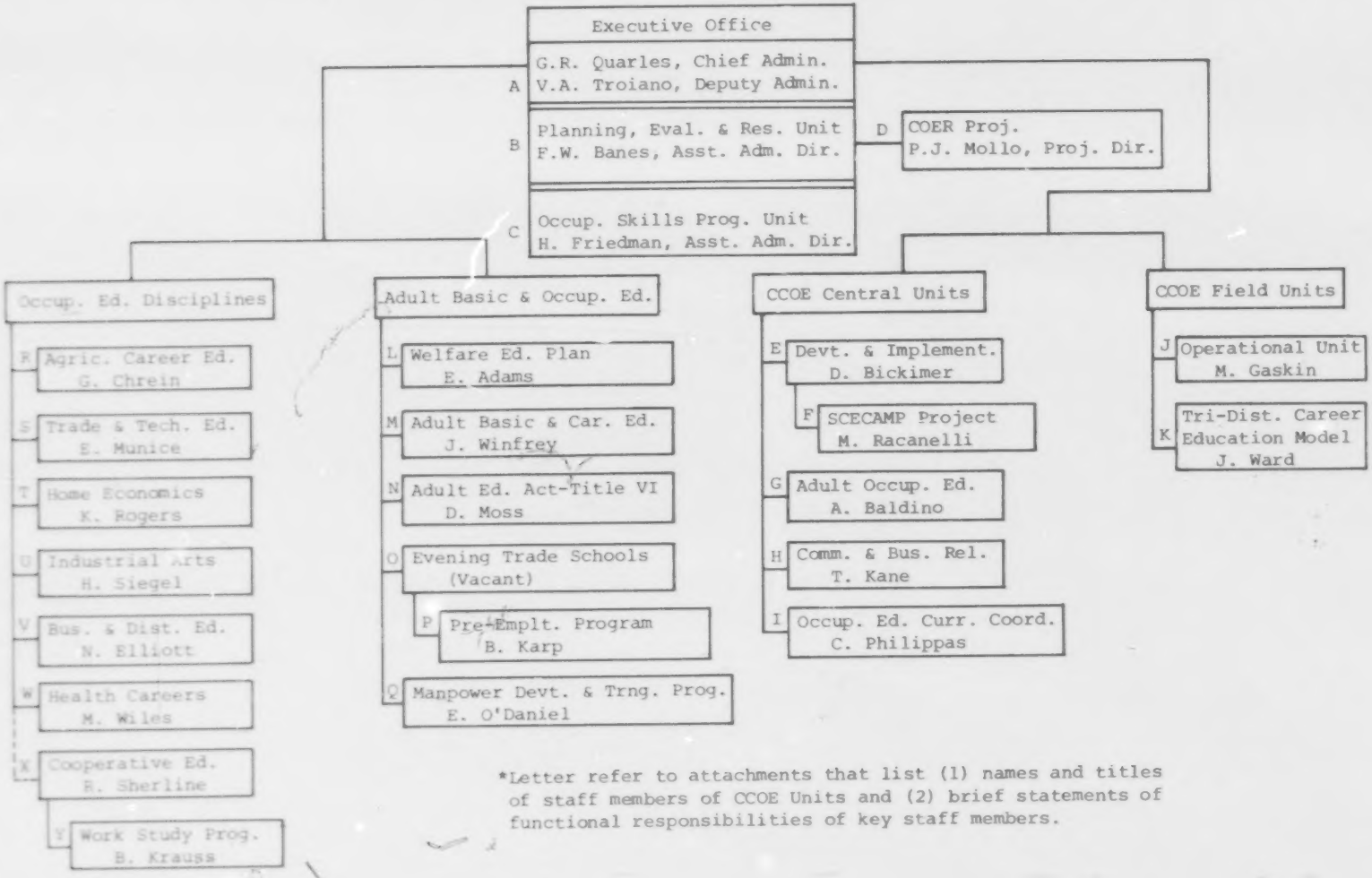
All of these factors represent conditions which must be met in a system which is committed to the improvement of instruction.

BOARD OF EDUCATION

DIVISION OF EDUCATIONAL PLANNING & SUPPORT

III. ORGANIZATION AND STAFF CHARTS

CENTER FOR CAREER AND OCCUPATIONAL EDUCATION*


Executive Office
G.R. Quarles, Chief Admin.
V.A. Troiano, Deputy Admin.
A
Planning, Eval. & Res. Unit
F.W. Banes, Asst. Adm. Dir.
B
Occup. Skills Prog. Unit
H. Friedman, Asst. Adm. Dir.
C
D
COER Proj.
P.J. Mollo, Proj. Dir.
Occup. Ed. Disciplines
R Agric. Career Ed. G. Chrein
S Trade & Tech. Ed. E. Munice
T Home Economics K. Rogers
U Industrial Arts H. Siegel
V Bus. & Dist. Ed. N. Elliott
W Health Careers M. Wiles
X Cooperative Ed. R. Sherline
Y Work Study Prog. B. Krauss
Adult Basic & Occup. Ed.
L Welfare Ed. Plan E. Adams
M Adult Basic & Car. Ed. J. Winfrey
N Adult Ed. Act-Title VI D. Moss
O Evening Trade Schools (Vacant)
P Pre-Emplt. Program B. Karp
Q Manpower Devt. & Trng. Prog. E. O'Daniel
CCOE Central Units
E Devt. & Implement. D. Bickimer
F SCECAMP Project M. Racanelli
G Adult Occup. Ed. A. Baldino
H Comm. & Bus. Rel. T. Kane
I Occup. Ed. Curr. Coord. C. Philippas
CCOE Field Units
J Operational Unit M. Gaskin
K Tri-Dist. Career Education Model J. Ward

*Letter refer to attachments that list (1) names and titles of staff members of CCOE Units and (2) brief statements of functional responsibilities of key staff members.

THE ROLE OF THE CITY DIRECTOR IN INSTRUCTIONAL IMPROVEMENT

by Casmira D. DiScipio*

The role of the city director in instructional improvement is to provide a set of conditions through which curricular intentions are implemented. The assumption will be made that curriculum is a set of intentions or a description of possibilities for learning. The usefulness for students depends upon its being actuated. The actuating of the curriculum is instruction.

Further, instruction will be defined as the interaction between or among people when one or more of them have the responsibility for arranging some features of the environment so that students will learn.

The city director's responsibility therefore is to provide a conducive environment and appropriate interactions for maximizing this teaching-learning process.

The following rules of the city director offer unique challenges relating specifically to interactions peculiar to the urban environment.

I. Develop Leadership Potential of Staff

Challenges:

- In a rapidly changing society, can we keep the staff current on requisite knowledge, skills, methods, and resources related to the instructional program?
- With individual differences inherent in the staff, how can we help the staff to grow in respect for persons who may be ethnically, racially, and economically different from themselves?

The supervisory and instructional staff are the key elements in developing and delivering instructional programs to prepare young people for the world outside the classroom. In order to optimize the delivery of services, it is crucial that this entire instructional unit function as a team.

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The city director needs to outline supervisory expectations related to the instructional process. Behavior changes are more successful if expectations are identified. The concept of developing supervisory expectations also has implications for periodically administering needs assessment instruments related to the instructional program.

Professional growth and staff development activities are best developed by providing leadership in identifying goals and measurable objectives, and outlining appropriate activities or experiences for attaining identified goals.

Because of the opportunities available in the urban setting, the environment and interactions must support business/industry experiences. Specialized teacher education programs for the staff to gain competence in working with persons who may be ethnically, racially, and economically different should be encouraged.

II. Become Activitely Involved in Politics

Challenges:

- Is money a motivator?
- Are we aware of the various groups which influence education?
- Do we have a local vehicle for influencing our state and federal legislation?

Politics related to this role is considered as a positive factor in matters relating to instructional improvement.

We undoubtedly all agree that money is a motivator. The federal government has no authority over education; however, monies are frequently available if needs are identified. The city director must provide the environment that will assist in the identification of critical vocational needs both for federal and state government.

In vocational education, we are in a unique position to have support from business/industry and labor. It is imperative that we utilize this support and seek their input as required for legislation affecting instructional programs in vocational education. Although we consider the schools to be a socializing force, we must be aware of a changing and threatening outside world.

III. Develop Communication and Cooperation Links with Business/Industry, Labor, the Community, Educational Institutions and Governmental Agencies

Challenges:

- Where do we get vocational instructors prepared to teach in urban schools?

- How do we respond to employers who say that vocational students can't read, write, and compute?

- How can we affectively utilize the community in our instructional programs?

In this age of technology, the job of providing a viable vocational instructional program is too big for one person. Therefore, the city director is challenged to utilize positive key relationships for responding to the instructional program needs. At times, various groups can work for us in a supportive way. At other times, they can be critical and non-supportive. Positive relationships must be developed with advisory committees, state staff, colleges and universities, and parents. Additional educational cooperative efforts will be outlined as the fourth role is identified.

IV. Encourage Articulation and Coordination to Serve Students at All Levels

Challenges:

- Are there special ways of serving ethnically, racially, educationally, and economically different students?

- How can we serve students K through adult in vocational programs?

The city director must accept these challenges and encourage a developmental sequence in the total instructional program from awareness to the skill development stage. This can only become a reality if articulation between levels takes place and services are coordinated. This has implications for increased articulation between academic and vocational teachers in order to respond to the long list of instructional needs created by an urban setting. We must not overlook students with special needs, unemployed youth, minorities, and early school leavers when coordinating instructional programs. Instructional materials must avoid racial, ethnic, and sex stereotypes and yet provide equal performance standards for all students.

Coordinating auxiliary services of reading consultants, bilingual assistants, speech therapists, special needs educators, and psychologists is needed for maximum instructional program development.

V. Implement Planning and Evaluation Procedures to Meet the Needs of Business/Industry

Challenges:

- Are we aware of the effects of the economy on instructional programs in vocational education?

- Do we believe that "all men (or all persons) are created equal?"

Inherent in the city director's role are decision-making skills for the purpose of planning, implementing, and recycling of the instructional program related to the goals of the school system. Recycling refers to the role of terminating, continuing, and modifying. In addition, through vocational leadership, student integration can emerge in a natural and educationally productive manner as a consequence of creative instructional program options. Program alternatives including open entry and open exit programs should be explored.

The city director must contiuously see to it that vocational programs are reviewed. The changing nature of business and industry requires constant upgrading of instructional programs. Training in newly required skills is necessary if students are to look with confidence upon their ability to contribute to their future well being as well as to that of society.

Instructional programs should reflect both the types of jobs which are available as well as those which will be available in the near future.

Decisions regarding changes and innovations must be worthy of development. In addition, rising costs present challenges for required budgetary considerations and adequate facility development necessary to provide the environment for maximum instructional improvement.

THE ROLE OF THE DIRECTOR OF VOCATIONAL EDUCATION
IN INSTRUCTIONAL IMPROVEMENT

Working Synthesis Report

Definition of Terms

I. The term Instructional Improvement must be sufficiently defined and limited so that it does not include all aspects of the role of the vocational director. Instructional improvement is a process whereby an educational program becomes more meaningful. This process includes every aspect from planning to evaluation with emphasis on feedback.

The approach to improvement of instruction should not be viewed exclusively as improvement of the teacher. There is a need to focus on the improvement of the instructional program itself.

Curriculum is the total learning potential available to students. The actuating of the curriculum is instruction. Instruction is "how to teach." Further, instruction will be defined as the interaction between or among people when one or more of them have the responsibility for arranging some features of the environment so that students will learn.

II. Introduction

The instructional system is affected by a variety of environmental and educational components which nourish it, shape it, and determine its effectiveness. The most critical of these components are curriculum and staff competency. The cohesive force which establishes the relationship between the components, and their ultimate impact upon instruction, is the management system.

The city director, through the management structure, assumes the responsibility for the priorities which are set. These priorities are expressed in goals, in precisely formulated objectives, in implementation strategies, and in a system to insure accountability. In essence, this is a total planning process, the process by which the director asserts his leadership. The role of the city director in instructional improvement is to provide a set of conditions through which curricular intensions are implemented. The city director's responsibility is to improve the learning environment, the components of the instructional system, and the interactions for maximizing the teaching-learning process.

III. Process of Instructional Improvement

A visual representation of the dynamics of improving instruction is presented in Figure 1.

IV. Input from the Community

Communication and cooperation links with business/industry/labor, the community, educational institutions, and governmental agencies must be developed so that they can provide input for improving instructional programs.

In this age of technology, the job of providing a viable vocational instructional program is too big for one person. Therefore, the city director is challenged to utilize positive key relationships for responding to the instructional program needs. At times, various groups can work for us in a supportive way. At other times, they can be critical and non-supportive. Positive relationships must be developed with advisory committees, state staff, colleges and universities, and parents. The director must also assume an obligation to secure the active involvement and participation of the business community in staff development and curriculum. Liaison with this community is a critical factor in developing and maintaining instructional integrity. It is the director's role not only to utilize existing advisory commissions, but to initiate new contacts and assure that the channels of communication between the business community and the schools remain open and productive. Articulation between community colleges in recognition of credit and previous training in secondary vocational programs is also important. It is necessary, too, to be aware of the increased training activities of union, employer, and political groups that are eroding public vocational education. However, the city director must assure that advisory committee input into the instructional program is implemented within the parameters of school policy. The city director needs to be selective in the use of advisory committee recommendations concerning types of training programs, nature of curriculum and equipment, and skill experiences.

V. Implementing Instructional Improvements

The implementation of instructional improvements involves staff, students, the curriculum, and facilities, equipment, and supplies.

A. Staff

The supervisory and instructional staff are key elements in developing and delivering instructional programs to prepare persons for the world outside the classroom. Improved instruction comes from a teacher with confidence--a self-confidence instilled by the director. The director must relegate the responsibility of the course successes to the teacher and when accomplished, give the teacher full credit. In order to optimize the delivery of services, it is crucial that this entire instructional unit function as a team.

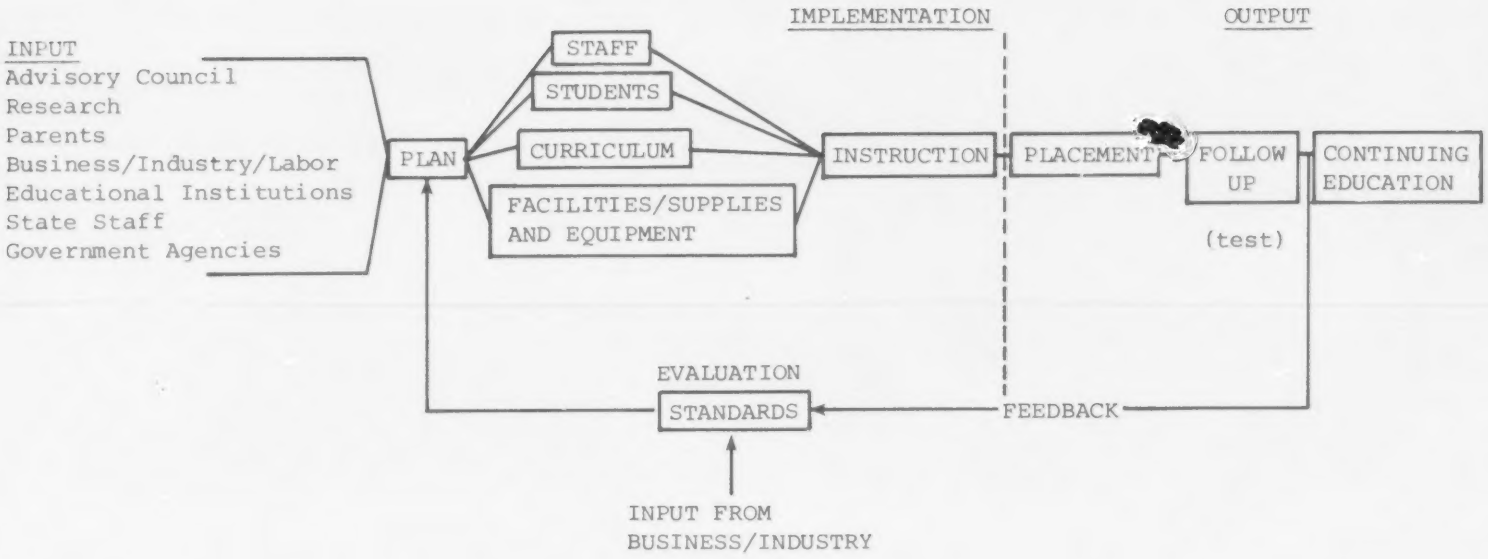
INPUT
Advisory Council
Research
Parents
Business/Industry/Labor
Educational Institutions
State Staff
Government Agencies
PLAN
STAFF
STUDENTS
CURRICULUM
FACILITIES/SUPPLIES
AND EQUIPMENT
IMPLEMENTATION
INSTRUCTION
PLACEMENT
OUTPUT
FOLLOW
UP
(test)
CONTINUING
EDUCATION
EVALUATION
STANDARDS
FEEDBACK
INPUT FROM
BUSINESS/INDUSTRY

Figure 1

The city director helps the staff keep current on requisite knowledge, skills, methods, and resources related to the instructional programs. Professional growth and staff development activities are best developed by providing leadership in identifying goals and measurable objectives, and outlining appropriate activities or experiences for attaining identified goals. There has to be a one-on-one plan of instruction between director, or other administrator, and the teacher.

Teacher workshops are a most effective process. The director must organize and direct those workshops. Extensive in-service staff development and curriculum efforts can produce a substantial leadership corps. Staff development workshops have been conducted for secondary school personnel, and special workshops for adult staff have produced upgraded curricula and professional guidebooks.

There are other staff development activities that should be explored. College course work can often be taken in conjunction with in-service and workshop activities. The city director can arrange for needed course work with teacher training agencies. The director can accomplish much in improving the instructional process through teacher committee work. By the same token, he can bring depth to the course development by involving members from advisory committees in the instructional process. The involvement of teachers in seminars and conferences (especially related to vocational education) with their peers can contribute greatly to the growth of the teachers. Because of the opportunities available in the urban setting, the environment and interactions must support business/industry experiences. Specialized teacher education programs for the staff to gain competence in working with persons who may be ethnically, racially, and economically different should be encouraged.

Finally, the city director should be involved in staff recruitment and selection. The city director should establish close relations with teacher training institutions and state education department. The city director should recommend new licenses when needed and establish and update guidelines for selection of occupational supervisors and teachers.

B. Students

Improvement of student selection process through vocational guidance, aptitude testing, and early career awareness should be a key responsibility of the city director.

- Are there special ways of serving ethnically, racially, educationally, and economically different students?

- How can we serve students K through adult in vocational programs?

The city director must accept these challenges and encourage a developmental sequence in the total instructional program from awareness to the skill development stage. There must be concern with the modification of

instructional materials to meet the verbal and numerical skills level of the student. This can only become a reality if articulation between levels takes place and services are coordinated. This has implications for increased articulation between academic and vocational teachers in order to respond to the long list of instructional needs created by an urban setting. We must not overlook students with special needs, unemployed youth, minorities, and early school leavers when coordinating instructional programs. Instructional materials must avoid racial, ethnic, and sex stereotypes and yet provide equal performance standards for all students.

C. Curriculum

Instructional programs should reflect both the types of jobs which are available as well as those which will be available in the near future. Rapid technological changes impose intense curriculum revision responsibilities on the system.

The city director needs to outline supervisory expectations related to the instructional process. Behavior changes are more successful if expectations are identified. The concept of developing supervisory expectations also has implications for periodically administering needs assessment instruments related to the instructional program.

Curriculum should be continuously reviewed and updated. New curricula areas should be explored. An attempt should be made to individualize and modularize instruction. Finally, instruction should reflect actual tasks performed on the job.

D. Facilities, Supplies, and Equipment

The city director is responsible for altering the utilization of physical plant, supplies, and equipment. An attempt should be made to modernize facilities and review and disseminate resource materials. Decisions regarding changes and innovations must be worthy of development. In addition, rising costs present challenges for required budgetary considerations and adequate facility development necessary to provide the environment for maximum instructional improvement.

VI. Planning and Evaluating Instructional Improvements

Inherent in the city director's role are decision-making skills for the purpose of planning, implementing, and recycling of the instructional program related to the goals of the school system. Recycling refers to the role of terminating, continuing, and modifying.

The city director must continuously see to it that vocational programs are reviewed. The changing nature of business and industry requires constant upgrading of instructional programs. Training in newly required

skills is necessary if students are to look with confidence upon their ability to contribute to their future well being as well as to that of society.

VII. Outputs of Programs

With a reduced labor market and shrinking educational dollars, it is most important that we improve the quality of instructional programs and as a consequence the outputs of the programs, the students.

SECTION FOUR:

THE ROLE OF THE CITY DIRECTOR IN PERSONNEL DEVELOPMENT FOR LEADERSHIP

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STAFF DEVELOPMENT: THE ROLE OF THE CITY DIRECTOR

by Robert V. Kerwood*

There was a time when professional improvement was a personal matter for educational personnel. Teachers and administrators were expected to join a professional organization, pay their professional dues, and receive their professional improvement.

In today's arena of strikes, negotiations, unions, collective bargaining, sick-ins, and lawsuits, the term "professionalism" seems to have been lost in the tenor of today's economic crunch. We are no longer dealing with an inadequate supply of teachers: we are struggling to find monies to support the positions we presently have on contract.

As the American taxpayer tightened the pursestrings, the increased demand for excellence in education continued. The public expected to be served by competent educational personnel.

School districts began to look for answers to the increased demands. In-service training for district staff began to emerge as a possible solution. Districts could no longer depend upon individual initiative for professional development.

Staff Development Definer

Most large city districts moved into something called in-service or staff development without much thought as to the responsibilities, time, or money that might be involved in an effective program. Staff development, synonomous to personnel development, as referred to in this paper, does not refer to these early sporadic, fragmented attempts to provide "something free for the staff."

Staff development, or personnel development, as defined here, is an organized sequence of planned experience for the development of competent educational personnel.

According to Rickhardt[1], staff development also involves three dimensions: (1) management, (2) leadership, and (3) support. Management requires the

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[1]Carl Rickhardt, Ph.D., "Staff Development: Resources, Lost, Strayed and Wasted," *Staff Development Newsletter*, Vol. 1, No. 1, Summer Issue, 1975.

allocation of staff time and financial resources for matching training needs to personnel, programs, and timing. Leadership implies the influencing of staff behavior in a positive manner to improve the educational delivery services of the school. Support refers to assistance provided to staff in the discharge of services to the educational community. It, therefore, seems appropriate to conclude that the concept of staff development can be defined, and involves several dimensions important to local school districts.

Restraints to Staff Development

It is not difficult to cite a rather lengthy list of restraints to initiating a comprehensive staff development program. Among the most common are:

Finances--Perhaps the most critical problem to be faced by school districts. Is staff development important enough to command a significant portion of the budget?

Time Requirements--Crowded schedules of personnel make it increasingly difficult to obtain adequate "prime time" for staff development programs.

Readiness--A complex problem which governs the success or failure of a training session. Some educational personnel just aren't prepared or motivated to receive staff development training.

Identification of Competencies--The most crucial step of staff development is too often overlooked in the rush to develop a visible program. The problem of staff development for what is never considered. Information sharing is no longer enough.

Another Workshop Syndrome--Too often teachers and administrators are subjected to numerous workshops which are not sequenced or related to any specific need of the individuals. This kills their motivation for any more staff development activities.

These are but five of the many restraints the staff development concept faces in the educational community. Most of the restraints can be overcome or reduced by a well-designed proposal, or, if you will, a model program of staff development.

The Model

The state of the art in competency-based teacher education[2] indicates that in-service education for teachers and administrators will continue to develop on the basis of competencies. Staff development programs in local districts can no long ignore the competency-based approach.

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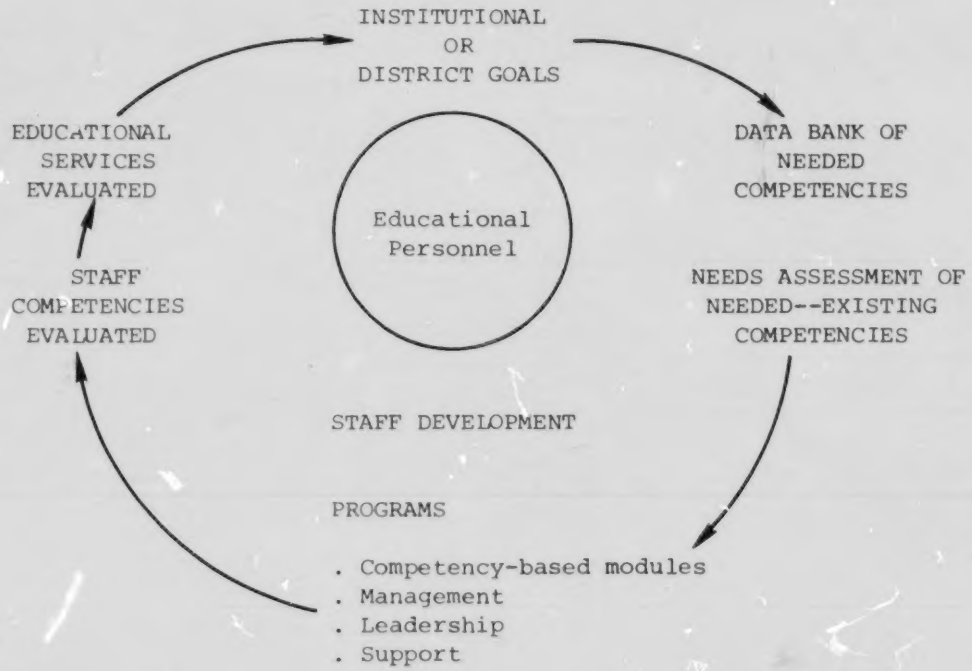
[2]Robert E. Norton et al., *Performance-Based Teacher Education: The State of the Art*, The Center for Vocational Education, The Ohio State University, 1975.

The model presented to you in this presentation is keyed to a competency-based approach. However, the starting point is not with the development of a set of competencies, but rather institutional or district goals.

A COMPETENCY-BASED STAFF DEVELOPMENT MODEL



Institutional or District Goals

If you are fortunate enough to have a set of well-delineated goals or objectives available to you at the district level, you are among the very elite. Most goal statements or objectives are so broad that they do not indicate any direction or specificity that could be helpful in competency development.

Socioeconomic and educational trends are too often neglected in setting goals and objectives which are meaningful. The point made in the model is that it may be advisable to revise your district goals prior to competency development. If not, at least relate the competencies to the goals or objectives stated.

Data Bank of Competencies

Once a review or revision of district goals and objectives is completed, a list of competencies needed by staff can be developed. It may involve a task force coupled with a research study utilizing questionnaires and subsequent analysis.

Competency lists should not be started from scratch. A review of the literature will reveal many lists you may want to consider. For example, the list of 144 vocational teacher competencies[3] developed by Cotrell while working here at The Center is an excellent starting point.

It is crucial that there is agreement by the personnel involved that the competencies are the correct ones. This can be done by a task force representation of teachers or administrators with attendant validation studies.

Needs Assessment

Perhaps the weakest link in present in-service programs is the determination of what competencies need to be developed. Too often the same program is offered for everyone on "in-service day" without regard for individual staff differences.

Needs assessment studies can quickly show the desirability of individualizing staff development programs. In present offerings, we spend too much time on areas that have already been developed sufficiently in the district, and we direct our attention from the real problems or neeeded competencies.

For example, we've known for some time that Title IX and equality for women in the job market has been a trend for some time. Why aren't more staff development programs geared toward the issue? That certainly is a needed competency by administrators and teachers in today's educational system.

Staff Development Programs

Staff development programs vary from part-time or added administrative responsibilities to fully-developed management centers with adequate staff and finances to provide leadership and support for the continuing professional education of school personnel.

One of the more advanced systems I am familiar with is the Staff Development Department of Mesa Public Schools in Mesa, Arizona. This department is

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[3]Calvin J. Cotrell et al., *Model Curricula for Vocational and Technical Teacher Education: Report No. V, General Objectives, Set 11. Research and Development Series No. 78.* The Center for Vocational Education, The Ohio State University, 1972.

headed up by Dr. Carolyn Raymond. You may be familiar with Mesa School District as one of the original six school test sites in Model I of career education.

I would like to share with you the long-range objectives (3-5 years) of the staff development department.

If a district is serious about staff development, there should be a central office to manage the program. Otherwise it is a hit-and-miss proposition. A strong, centralized staff development office can offer: (1) logistical support; (2) planning assistance; (3) library of materials; (4) resources such as "dial a consultant," "select a program module," "competency check lists"; and (5) evaluations of former presentations.

Good staff development efforts are supported by excellent materials and require full attention to their development. Examples of materials which can be prepared by the staff development office are: (1) a catalog including the description and purposes of in-service programs available in the district, (2) needs assessment study results, (3) task force recommendations, (4) personalized programs for administrators and teachers, (5) staff development policies and guidelines, (6) annual report of accomplishments, and (7) modular units of competency-based staff development.

Competency Evaluation

Upon the completion of a staff development program, the status of staff competency should be determined. Only when the competency has been achieved, can you be assured the staff is ready to deliver high-quality services.

Educational Services Evaluation

The evaluation of educational services must be a continuous process in order to provide necessary feedback to district goals and competency data banks. Too often the administration tries to absorb community feedback without making adjustments in the system. If staff competencies are not adequate to serve the community, some serious adjustments in training should be considered.

Implications for City Directors

How does a city director utilize the concepts of staff development or personnel development in providing leadership? As stated earlier in this presentation, leadership implies the influencing of staff behavior in a positive manner to improve the educational delivery services of the school.

Several steps need to be taken. The following are concepts which have implications for city directors interested in staff or personnel development.

City directors should:

1. Initiate the establishment of a district-wide task force on staff or personnel development.

2. Insure that the district-wide task force submit a set of recommendations which should address:

   a. Board of education statements of philosophy on staff development.

   b. Personal professional objectives for each educator in the district.

   c. An advisory council on staff development for clearing programs.

   d. A permanent department of staff development to develop, implement, and record personnel development activities.

   e. Annual needs assessment studies on staff development.

   f. A direct relationship between supervisory ratings and the use of staff development programs to correct deficiencies.

   g. Continuous evaluation of staff development programs.

3. Take the leadership in seeing that the recommendations of the task force receive high priority in the city school district.

4. Set aside a significant portion of the budget for staff development.

5. Review the report of this conference for additional ideas such as, tieing together staff or personnel development with the curriculum development efforts of the district.

6. Remember that staff development is an emerging concept that needs support to keep alive. It's your key to city district leadership in vocational education.

This conference has attempted to pull together the expertise needed to really get staff development rolling in city school systems. The position papers to be developed for tomorrow's session may be that spark we've needed. Gook luck in your deliberations. I look forward to seeing your results.

THE ROLE OF THE CITY DIRECTOR IN PERSONNEL DEVELOPMENT FOR LEADERSHIP

by N. Alan Sheppard*

Public demand for quality vocational education programs has placed emphasis on accountability for the director at the local level. Complicating the situation, however, is the divergence of role expectations of various groups with which the city director must work.

In recent years it would appear the role of the city director in vocational education has become more definitive. One such role not clearly defined is that of the role of the city director in personnel development for leadership. Without doubt, the quality of any educational program is contingent on the competence and foresight of the individuals who direct such an effort. If the teachers are the "keystone" of vocational education, certainly those who administer and supervise programs are the "buttresses" upon which the program is built.

As the number of programs in vocational and technical education expand, the need for leadership development will increase. Yet, identification of functions of the city director and vocational administrators must, by necessity, precede effective training. Research, reported by Law (1965: 1-4), indicated the lack of appropriately trained administrators in vocational education. One may observe that while much has been done to provide leadership training for personnel, the demand still apparently exceeds the supply.

The question might be raised, "To what extent do directors of vocational education perceive personnel development or in-service training as a role function?" Literature dealing with roles and functions of the director of vocational education frequently uses the terms administration and supervision combined to cover all aspects of role functions. The terms therefore encompass functions regarding curriculum, personnel relations, business management, pupil relations, community relations, and the like.

Role studies regarding the position of the director of vocational education became numerous in the late sixties and early seventies. This phenomenon probably was due, in part, to the growth in numbers of new positions nationally.

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Stanger (1967: 923) studied the perceptions of selected groups of vocational education leaders regarding the functions of local directors with a focus on "service responsibilities." Highest importance ratings were given in the areas of administration, instructional program, and professional improvement.

A study of the qualifications and duties of directors of occupational education programs in public junior colleges of the United States was conducted by Fielding. It was found that the duties most frequently performed by directors were working with advisory committees, maintaining contacts with business and industry, serving as consultants in course and program development, assisting in the recruitment of teachers, speaking to groups, orienting new teachers, and evaluating outcomes of instructional programs (Fielding, 1967: 2772).

In Oklahoma, Briggs had practicing vocational-technical education administrators and their chief school officers rate forty competency items as to their importance. The respondents were administrators of area vocational schools, metropolitan school systems, and junior colleges. The three groups indicated general agreement on the relative importance of a set of competencies which they considered necessary for vocational administrators in positions similar to theirs (Briggs, 1971: 671). Competency statements relating to personnel development for leadership were conspicuously missing.

Holt (1973) completed a study in 1973 that attempted to determine the role of the local director of vocational education at the public school district level in the state of Tennessee as perceived by reference groups. Holt sought to identify several elements, including the overall most ideal role functions of directors of vocational education. Most functions were administrative and supervisory in nature. Community interaction and research were the only categories for which functions were not perceived as "most important." "Plan and/or conduct in-service education for vocational faculty members" ranked fourteenth out of the twenty-five highest ranked functions.

McCracken and Gillespie (1973) conducted a study to identify the critical problems of local administrators and supervisors of vocational education and the information they utilized.

1. Forty-six percent was related to instruction.
2. Approximately 37 percent were those relating to administrative leadership.
3. Nine percent related to finance.
4. Eight percent related to educational changes.

Instruction and administrative leadership with 406 of the 611 problems appeared to be the areas of greatest concerns for local administrators of vocational education.

The study provides a further breakdown of the 225 problems relating to administrative leadership indicating the following:

1. Eighty-nine concerned program planning.
2. Forty-eight related to decision-making.
3. Forty related to community and human relations.
4. Thirty-two related to equipment and facilities.
5. Eight concerned administrative organization.
6. Four were reported for quality of leadership and board-superintendent relations.

It would appear, on the basis of this cursory glance of the literature reported, and even greater depths uncovered by this writer, that directors of vocational education role functions have been more administrative than that of personnel development for leadership.

I take the position that while the city director's role in personnel development might very well be shared with a supervisor or an assistant superintendent of instruction in the urban school system, and that while a certain amount of responsibility for personnel development and/or in-service education must be accepted by each individual vocational educator, vocational education directors have the responsibility or should begin to assume the responsibility for providing resources, the environment and the time to make personnel development for leadership possible. It is assumed that individual vocational administrators have the capability, the desire, and the resources to develop and implement programs of in-service education; therefore, I see providing the resources to develop and implement programs of in-service education as the primary role of the city director in personnel development for leadership.

Obviously, this means a new focus in the preparation of vocational education directors in their role functions. In recent years the number of local and/or city directors has been increasing. Some have developed without the benefit of relevant past experiences or research findings. Descriptive data are needed for upgrading present city directors and training prospective directors. Teacher education institutions with programs designed to train vocational educators to take on administrative functions for program development and planning need to concentrate more on personnel development for leadership. The problems related to personnel development in vocational education are in part due to the failure of the profession to identify and train potential leaders at all program levels. According to Evans (1971):

> At the local level, vocational education leadership potential is rarely surveyed until an administrative opening has occurred through death, resignation, or expansion of the program. Then the local school officials try to identify an individual who can be immediately promoted and later trained. Since no one has been selected and trained by design, the person best trained by accident is often selected.

Since the failure to identify and prepare adequate numbers of vocational educators for leadership roles at all program levels in the profession has contributed to many of the current problems confronting vocational educators,

it would seem to be an appropriate topic around which to develop an in-service education strategy with the leadership being supplied by vocational education administrators. Some problems, though not insurmountable, facing the city director as personnel development for leadership is stressed includes the conflicting philosophies of many persons responsible for program development, the attempt to provide a single approach in meeting the needs of all vocational personnel, and the failure to closely tie such efforts to improved practice. The "defect" and "growth" philosophies of in-service education are identified by Jackson (1971: 22-6) and, depending on the point-of-view or extent to which the person responsible identifies with either of these two philosophical positions, can have a dramatic effect on program operation for personnel development.

Another important area of concern in personnel development for leadership is helping each vocational educator understand his/her leadership role and how it relates to other similar or different roles. The problem facing those vocational education directors concerned with developing leaders and those aspiring to improve their leadership skills is the determination of what makes one person an effective leader and another an ineffective leader. Every situation is different, so that a leadership style that was successful in the past may be inappropriate in the present or some future situation. A third possible area of concern in using in-service education as a strategy in personnel development is the shotgun or global training program that would meet the needs of all vocational personnel--young, old, experienced, inexperienced, etc., and not consider unique characteristics of each professional field.

Vocational education administrators in large urban areas should be heavily geared up in knowing two primary functions--leadership and management. Leadership not only in devising strategies for personnel development but having the capacity to "live ahead" of the schools under their directorship. It is pertinent that the city director be able to interpret the schools' needs to the public and the public's needs to the schools. The city directorship in vocational education requires a person with a reasonable amount of intelligence, effective interpersonal abilities, a moral nature sensitive to human needs, and a strong physical and emotional makeup.

Basic Assumptions of Leadership Behavior

If city directors are alert, resourceful, informed, and work aggressively as members of a management team in vocational education, it is assumed their behavior will produce areas of progress as listed below:

1. Closer working relationships with advisory groups in the interest of coordinating instruction with occupational needs. Agencies and organizations are increasingly cooperating with education.

2. Understand the necessity for cooperative planning, effective decision-making, and appropriately timed innovations in vocational education.

3. Improve in such areas as human relations, curriculum development, financial management, and personnel development for leadership.

4. Intensify his efforts to reach all students through special programs for the disadvantaged, handicapped, talented, and others with special interests.

5. Improve the services of his department through emphases in human relations, staff development, personnel relations, planning, and research and development.

6. Plan for improved vocational programs on a scientific basis through research findings.

7. Better understand the nature of change and how best to bring it about when seemingly desirable.

8. Provide for adequate, long-range planning in vocational education.

9. Make available instructional materials and equipment of such a variety, quality, quantity, and of interest that all students may profit.

10. Appraise the current methods of program evaluation and assume responsibility to develop and/or revise appropriate systems.

11. Further develop cooperative relationships between all administrative units (local, state, federal) who are concerned with vocational education. Articulation between secondary and post-secondary vocational education is absolutely necessary.

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THE CITY DIRECTOR'S ROLE IN PERSONNEL DEVELOPMENT FOR LEADERSHIP

by Edward G. Hill*

As a director, I find myself involved in many activities that at times seem to be irrelevant to instruction. These activities such as labor relations, developing management systems, teaching at the local university, identifying organizational goals, analyzing follow-up data, multitudinous committee work, state plan modification, and other functions do, however, in unique ways, impinge upon personnel development.

Vocational-technical directors, in their quest for strong personnel development systems, have some strong frames of reference. They know, for instance, that true program strength is in people and not in facilities, equipment, and resources. They also know that personnel development efforts, at the supervisory level, will result in a ten-fold return in staff development at the instructional level. Additional experience tells them that if there is no effort in the area of personnel development, programs will stagnate and die. Finally, they know what effect "square pegs in round holes" can have upon students and other staff.

The vocational director knows an obligation to make an effort with all staff they have employed to bring out that performance potential they saw in the individual at the time of initial hiring.

Vocational-technical program directors must be aware of trends, approaches, and innovative ideas embodied in the currently used terms such as personalized, individualized, articulated, open entry/open exit, performance based, competency based, alternative instructional modes, and others. Additionally impinging upon the whole milieu of program operation and personnel development, are such factors as teacher militancy, program accountability, efficient use of tax dollars, diminishing program resources, and staff certification/recertification requirements, among others. But . . . the overriding factor to be considered (in my estimation) in any personnel development approach is HUMANISM. It is humanistic when staff knows exactly what is expected of them. It is, therefore, humanistic for the vocational-technical director to participate in the defining of the various staff roles.

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Teacher and supervisor role definition, done in the frame of reference of a system for student learning, is extremely important. Most new and some veteran vocational-technical instructional staff do not understand their role. Many see themselves as content experts (not all bad), answer givers (all bad), dispensers of knowledge (worse), and people who tell students what to do (?). The fact that many vocational-technical teachers do not see themselves as managers of the learning environment; motivators of students; organizers of instruction; directors of learning; developers of learning strategies; counselors of students and so forth is all the more reason for strict role definition. All of our instructional staff were hired for their technical expertise and most of them have no pedagogical experience or training. They emulate their former teachers; they teach as they were taught; their attitudes towards learning and their own experiences determine what goes on in the laboratory and classroom. In all too many instances what goes on in the laboratory and classroom is left up to chance . . . this cannot be condoned. We must define their role.

My personal preference in instructor and supervisor role definitions is that they be developed at the local level rather than at a teacher-education institution. This does not mean to say that we cannot benefit from the efforts of the teacher-education institutions, but there needs to be specificity and appropriateness for each local situation. Definitions of competent teacher behaviors many times deteriorate to lists of character traits, lists of classes taken, and numbers of credits required. The trend today is to develop competency based standards and I support this, even though academic teachers and some teacher organizations classify the identification of teaching competencies as unfortunate. Many academicians characterize the existence of teaching competency lists as a possible indication that teacher incompetence can exist. Personally, I would rather be positive and have us identify what is teacher competence than sit around and wait for the courts to identify teaching incompetence through the negative process of teacher termination litigation. As the old saying goes, "When you're up to your gluteous maximus in alligators . . it is difficult to remind yourself that your initial goal was to drain the swamp." At the present time there are at least two cases before the courts where collegiate institutions are being asked to justify the doctorial requirement for a teaching position . . . to prove that people with a degree are more competent than one without.

Vocational-technical education is a leading example that teaching competence can replace degrees, grades, and years of education.

Staff role definition, an activity in which the director must be involved, need not be a "Columbus" journey but the resultant listings of tasks or staff competencies must reflect, once again, those unique instructional and program operational styles inherent in the district's approach to learning. Attachment A and B, an Instructional and Supervisory Task Inventory, identify major competency areas for instructors and supervisors. Please note the checked items as indications of some uniqueness to these particular listings. Time does not permit identifying the many tasks included in the inventories (219 in the Instructor Task Inventory and 113 in the Supervisor Task Inventory), but the competency listing does identify unique district approaches.

Development of a personnel development system, as previously indicated, is an obligation of the director. The personnel development system must be one that challenges both instructors and supervisory staff. Not only must it expose them to new ideas, ways, and knowledge, but it must bring about new ways of thinking. It must, however, not provide all the answers. There must be provided, within the system, objectives and a spontaneity of digression from the status quo if staff growth is to take place. Attachment C is illustrative of a modified model that is currently being used at Suburban Hennepin Technical Centers. This particular model is closely keyed to the system for student learning and the unique features of the district's approach to instruction. Some of the unique features of the student learning system are a first come/first served admission policy, open entry/open exit, individualized instruction, competency based curriculum, utilization of PAK's as the instructional materials delivery system and others. The personnel development system must reflect the unique features of the student system for learning. The personnel development delivery system must practice what we preach . . . flexibility and the ability to meet individual needs. If we want instructors to be flexible with students we must demonstrate this flexibility with them.

While the in-service personnel development models and the role definitions are extremely important, they do not and cannot stand alone. The director must be involved in other and complementary functions contributing to the success of the personnel development model. Some functions are:

1. Labor Relations--Labor relations can provide the vehicle for staff acceptance of the task inventory concept and in-service personnel development. Additionally, contract language is needed to correlate instructor performance observation and prescription for development to the Instructor Task Inventory.

2. Teacher Certification--State plan modification and accompanying acceptance, by the State Vocational Division, of in-service personnel development activities as meeting recertification requirements are necessary.

3. Management System Development--Objective Management Systems (MBO) allows for mutual staff/supervisor goal establishment directly keyed to the task inventories and directed towards improved staff performance.

4. Budget Development--Needed is the allocation of necessary personnel development resources as well as allocation of the necessary dollars to reward improved staff performance.

5. University Teaching--There is no better source of vocational-technical administrative and supervisory expertise with which to staff the vocational-technical administrative and supervisory course offerings at the universities. The directors are obligated to share their experiences.

Directors should be aware of the fact that the inherent danger in any system is that it tends to be self-perpetuating. It is harder and harder to change

or supplant it with another needed system . . . people resist change. Change, however, needs to be preserved amid order and order needs to be preserved amid change.

In conclusion, the vocational-technical director owes it to staff to provide for personnel development. The personnel development system must emphasize staff development in those areas unique to the system. Directors should be involved in staff role definition and must develop a delivery system for staff development activities that is similar to the student system for learning.

ATTACHMENT A
INSTRUCTIONAL TASK INVENTORY

INSTRUCTOR _____ PROGRAM _____ DATE _____

SUPERVISOR _____ DEPARTMENT _____ CAMPUS _____

INSTRUCTIONAL COMPETENCY LISTING

UNIT I. DEVELOP INSTRUCTIONAL MATERIALS

1.0 Structure a program
2.0 Prepare a lesson by district guidelines
3.0 Identify, select, organize, and prepare instructional resources and/or materials
4.0 Prepare learning paks

UNIT II. MANAGE THE LEARNING ENVIRONMENT

5.0 Use classification of learning skills in classroom and laboratory instruction
6.0 Apply instructional strategies
7.0 Apply basic learning psychology
8.0 Develop and use alternate management standards
9.0 Assess, diagnose, and prescribe for student differences
10.0 Provide for student open entry/open exit in instructional program
11.0 Develop multi-mode "Curriculum and Instruction" delivery system
12.0 Individualized and personalized learning plan worked out for each student
13.0 Motivate, direct, and counsel students
14.0 Attend to educational needs of students
15.0 Use effective methods of presenting information
16.0 Develop a positive safety attitude in students
17.0 Respond professionally to behavioral problems within the classroom/laboratory
18.0 Prepare and monitor program budget
19.0 Identify and procure instructional supplies and materials
20.0 Maintain records, filing, and inventory system
21.0 Maintain instructional facility
22.0 Establish physical conditions for learning

UNIT III. EVALUATING LEARNING/INSTRUCTION

23.0 Construct evaluative instruments for competencies and tasks
24.0 Administer evaluative instruments for competencies and tasks
25.0 Evaluate student performance
26.0 Assess effectiveness of instruction
27.0 Assess effectiveness of instructional programs

ATTACHMENT A (Continued)

UNIT IV. DEVELOP PROGRAM ACCOUNTABILITY

28.0 Assist students in job placement
29.0 Develop students placement skills
30.0 Promote program public relations for District #287
31.0 Maintain professional contacts and organizational relationships
32.0 Participate in student recruitment process
33.0 Participate in instructor upgrading and recertification activities

ATTACHMENT B
SUPERVISOR TASK INVENTORY

SUPERVISOR _____ DEPARTMENT _____ DATE _____

ASSISTANT DIRECTOR _____ CAMPUS _____

UNIT I. STAFFING FUNCTION

A. Recruit, select, and recommend for employment new staff members

1.0 Determine qualifications for staff positions
2.0 Evaluate job applicants

B. Evaluate staff performance

3.0 Make periodic, just, and objective appraisals of staff performance
4.0 Provide regular feedback to staff and campus administration on staff performance
5.0 Formulate recommendations regarding staff retention/termination
6.0 Determine staff training needs

C. Improve/develop staff performance

7.0 Evaluate results of staff training programs
8.0 Provide day to day assistance/coaching to staff as needed
9.0 Establish an individual staff developmental program coordinated with campus staff development

UNIT II. COMMUNICATION FUNCTION

10.0 Plan, organize, implement, and maintain an effective public relations program
11.0 Maintain regular communication on program and departmental progress with campus administration
12.0 Communicate with staff and students on significant changes in program/campus operations

UNIT III. PLANNING/ORGANIZATION FUNCTION

13.0 Develop jointly departmental, program, and staff goals within the campus and district framework
14.0 Plan, develop, implement, and evaluate instructional programs
15.0 Plan and recommend for ongoing instructional resource needs
16.0 Plan, develop, implement, and evaluate a comprehensive departmental safety program (within campus framework)
17.0 Formulate and implement departmental operational policy and procedures consistent with campus and district procedures and policy

ATTACHMENT B (Continued)

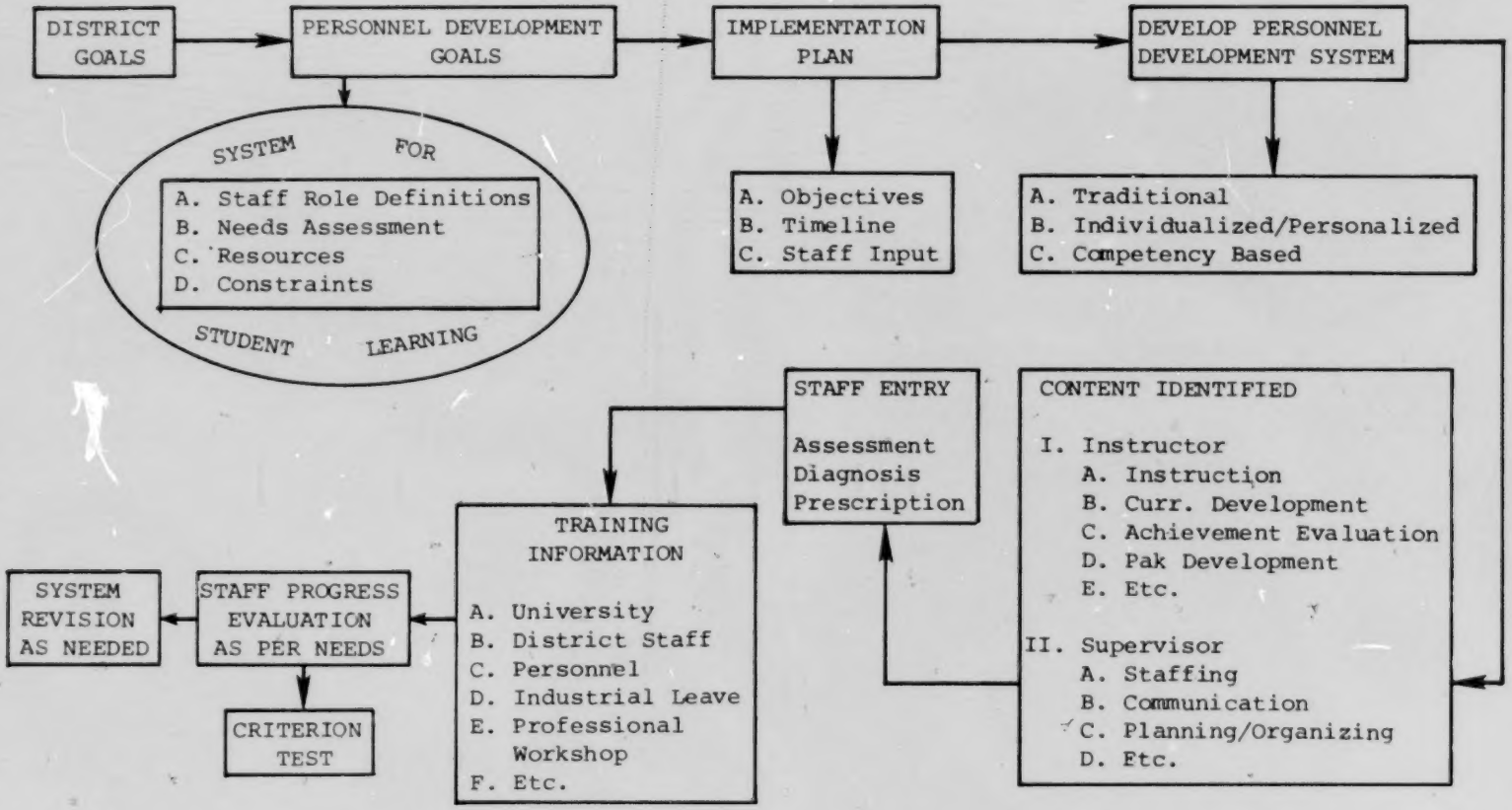
UNIT IV. MANAGEMENT/SUPERVISION FUNCTION

18.0 Develop and implement an adequate records and reporting system
19.0 Develop and implement an adequate equipment/facility/supplies maintenance system
20.0 Develop and implement an adequate staff assignment system

UNIT V. HUMAN RELATIONS

21.0 Counsel students and staff
22.0 Maintain student behavior standards

PERSONNEL DEVELOPMENT SYSTEM



ATTACHMENT C

THE CITY DIRECTOR'S ROLE IN PERSONNEL DEVELOPMENT FOR LEADERSHIP

Working Synthesis Report

1. Introduction

1.1 The public demand for quality vocational education programs has placed emphasis on accountability for the director at the local level. Complicating the situation, however, is the divergence of role expectations of various groups with which the city director must work.

1.2 In recent years it would appear the role of the city director in vocational education has become more definitive. One such role is not clearly defined--that of the city director in personnel development for leadership. Without doubt, the quality of any educational program is contingent on the competence and foresight of the individuals who direct such an effort. If the teachers are the "keystone" of vocational education, certainly those who administer and supervise programs are the "butresses" upon which the program is built.

2. Definitions

2.1 Staff development, or personnel development is an organized sequence of planned experiences for the improvement and training of competent educational personnel.

2.2 The role of the vocational director involves three dimensions: management--leadership, and--support.

Management--assisting all staff members in planning, budgeting, developing instructional programs, making reports, and maintaining public relations.

Leadership--assisting those staff members who are responsible for bringing about change or the ability to be persuasive.

Support--assisting teachers in improvement of subject matter, knowledge, and instructional techniques.

3. Leadership Techniques

3.1 Opening lines of communication and coordination of activities with industry, business, labor, and other segments of the community.

3.2 Provide in-service education as indicated by a local needs assessment.

3.3 Conduct appropriate appraisal and evaluation of staff.

3.4 Assume responsibility for planning, organizing, managing, and control of personnel staff development.

3.5 Identify and secure human and material resources.

3.6 Develop articulation and encourage a positive relationship between local, state, and federal agencies in the implementation of personnel development programs.

3.7 Initiate a district-wide task force on staff development.

3.8 Assure that the task force consider board of education statements of philosophy on staff development.

3.9 Establish personal professional objectives for each educator in the district.

3.10 Establish an advisory council on staff development for clearing programs.

3.11 Establish a permanent department of staff development to develop, implement, and record personnel development activities.

3.12 Provide for an annual needs assessment study on staff development.

3.13 Provide a direct relationship between supervisory ratings and the use of staff development programs to correct deficiencies.

3.14 Provide for continuous evaluation of staff development programs.

3.15 Take leadership in seeing that the recommendations of the task force receive high priority in the city school district.

3.16 Keep in mind that staff development is an emerging concept that needs support to keep alive.

3.17 Develop closer working relationships with advisory groups in the interest of coordinating instruction with occupational needs. Agencies and organizations are increasingly cooperating with education.

3.18 Understand the necessity for cooperative planning, effective decision-making, and appropriately timed innovations in vocational education.

3.19 Improve in such areas as human relations, curriculum development, financial management, and personnel development for leadership.

3.20 Intensify his efforts to reach all students through special programs for the disadvantaged, handicapped, talented, and others with special interests.

3.21 Improve the services of his department through emphasis in human relations.

3.22 Plan for improved vocational programs on a scientific basis through research findings.

3.23 Better understand the nature of change and how best to bring it about when seemingly desirable.

3.24 Provide for adequate long-range planning in vocational education.

3.25 Make available instructional materials and equipment of such a variety, quality, quantity, and of interest that all students may profit.

3.26 Appraise the current methods of program evaluation and assume responsibility to develop and/or revise appropriate systems.

3.27 Further develop cooperative relationships between all administrative units (local, state, federal) who are concerned with vocational education. Articulation between secondary and post-secondary vocational education is absolutely necessary.

4. Essential Ingredients for Staff Development

4.1 Funding is essential and should command a significant portion of the budget.

4.2 Prime time must be freed for staff development programs.

4.3 Appropriate selection of personnel for staff development program is needed so that the participants have learning readiness.

4.4 All staff development should be directed to specific goals to serve the needs of the schools.

4.5 Careful planning and evaluation of personnel development activities must be undertaken so that the "teacher workshop syndrome" does not negate the effectiveness of the staff development effort.

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SECTION FIVE:

THE ROLE OF THE CITY DIRECTOR IN INFLUENCING POLICIES, DECISIONS, AND TOP MANAGEMENT

THE ROLE OF THE CITY DIRECTOR IN INFLUENCING POLICIES, DECISIONS, AND TOP MANAGEMENT

by Lyle Sorum*

There is emerging an ever increasing need for vocational education administrators throughout the United States to become more involved in activities in matters impacting on policies and decisions related to vocational education. This need mandates that vocational education administrators become more deeply involved in influencing key personnel in education, business, industry, labor, and government. There is a need for city directors of vocational education to recognize that we cannot isolate ourselves or work in a vacuum, but we must build interface bridges with key individuals and groups in order that we can impact on policies being written and decisions being made that impact directly or indirectly on vocational education. The interface or bridge must link us not only in education circles, but equally important is that we link up with key personnel in business, industry, labor, and government.

Although we march to different drummers, our course of action will be basically the same, because vocational education activities are very universal. It doesn't make any difference if you live in Cleveland, Fargo, Minneapolis, Springfield, or any other large or small city in America, there is a job to be done.

There are indicators coming in many shapes and forms signaling us to implement a well thought out and planned course of action to place greater emphasis on interfacing with policy makers, decision-makers, and persons in key top administrative positions.

I would like to share a few smoke signals that I see that supports the need for us to pay more attention to a total program of influencing policy and decision-makers.

Signal 1. Current status of legislation related to vocational education.

Signal 2. The apparent need for more vocational services in urban areas and the scarcity of resources to do the job.

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Signal 3. The CETA - Vocational Education muddle.

Signal 4. Questions like the following made by vocational education administrators:

"I wonder how you get top administration to know what vocational education is all about?"

"Why doesn't someone solve the Vocational Education - CETA problem?"

"How do I interface with the policy makers and decision-makers?"

"Why is the board anti-vocational education?"

"How come the State Vocational Education Staff doesn't understand our problem?"

Signal 5. Survey of the needs in large cities.

a. Securing a commitment for vocational education.

b. Developing an interface with decision-makers.

c. Impacting on curriculum and instruction.

d. Need to educate and reeducate staff at building levels.

e. Need to develop relationships.

These are only a few of the indicators signaling us to sharpen our skills related to impacting on and interfacing with policy decision-makers and other key personnel in education, business, industry, labor, and government.

There are vocational education administrators throughout the United States that are very effective in influencing policies, decisions, and top administration or key management personnel. There are others that only act when their program is in jeopardy, or make contacts only when they are up to their neck in alligators, or that have the "you only contact us when you're in trouble" syndrome. I believe that we must take advantage of the expertise in our own camp and learn from those who have developed and implemented "blue chip" interface systems. Many vocational education administrators with excellent credentials in this area are in attendance at this meeting and I ask them to share their ideas with us during the workshop group sessions.

A key to a successful system is to become linked up with the right people. By becoming interfaced in a network that will put you in contact with key persons that can directly or indirectly influence policies and decisions impacting on your total program, you will make more effective utilization of

your most precious resource--your time. Too often we can spend too much time and energy talking to the wrong people. Communicate with various people to find out who the policy and decision-makers are in various segments of your community.

Develop a worksheet that will provide you and your staff with a guide for identifying persons at the local, state, and national level that you should interface with directly or indirectly. First make a laundry list of persons and then refine it to key policy and decision-makers. As changes take place update your key person interface list.

Before sharing with you my thoughts on how to develop the interface or the influence impact network, I feel that we must not lose sight of the fact that large city and other vocational education administrators come in many different shapes and sizes. Most important is that we all have different personalities and different management styles and operate in different organizational structures with different program operations. Therefore, I am suggesting that we need different strokes for different folks. But it is of utmost importance to make sure that we get the job done in a systematic way on a continuous basis. We just cannot be Wednesday warriers, we must be in there making contact directly or indirectly every day of the week.

Now for a few ideas on developing the interface with the key people once they have been identified.

Three key words are: association, involvement, and communications! The best practice to follow is to become associated with the right people, become involved with them, and communicate with them regularly.

The most important interface you should have is within your own organization. It is very evident that in most situations the vocational education administrator who occupies a key administrative position in the school organization at the same level as other first line administrators has the battle half won. A word of caution must be expressed at this time. Occupying a first line administrative slot will not and does not guarantee that your task will be any easier in impacting on or influencing policy makers or decision-makers within your organization. The key factor will be leadership generated by you in your position, and that is what this seminar is all about. I am saying that there are fewer layers of management to move through to get the job done if you occupy a choice seat in the organization. There are many vocational education administrators that do not occupy a high level administrative slot in their organization and have an excellent relationship and interface with other key persons in their organization. Those people have gained respect through performance and are held in high regard by decision-makers, policy makers, and other top administrators.

Examples of methods and techniques I use to influence policy and decision-makers:

A. Education Interface

1. Superintendent and Board of Education.

   a. Report directly to the board on all matters or issues related to vocational education. Assist the board in topics and resolutions to be on the agenda of the North Dakota School Boards Association. The board receives a quarterly report highlighting vocational education activities and a status report on annual goals.

   b. Submit a comprehensive annual program of work to the superintendent with goals and target dates. Progress update report quarterly.

   c. Meet weekly with the superintendent and other three assistants on topics of general administrative interest. Update on vocational education activities.

   d. Communicate regularly with other assistant superintendents and involve them in vocational education related matters.

   e. Accept special assignments from the superintendent related indirectly to vocational education.

   f. Involve superintendent in activities related to vocational education at the local, state, and national level.

2. Building Principals and other Building Personnel. The building principal is the key to program success.

   a. Regular weekly meetings, group and individual with the building principals.

   b. Periodic meetings with department chairman and staff. My assistant has daily contact at the secondary program level.

3. Guidance and Counseling.

   a. Director of Guidance and Counseling is in my division.

   b. Periodic meetings with counselors to review program related concerns and other aspects of vocational education offerings.

4. Advisory Committees.

   a. Periodic meetings of advisory committee members with state staff and local board of education.

5. Members of Cass County School Administrators Council. Serve on Vocational/Career Education Committee.

6. State Board and Staff for Vocational Education.

   a. Meet with the state board periodically on major concerns.

   b. Keep state office informed of local activities that relate to state planning.

   c. Communicate with state director and state staff members regularly. Not only when financial support is needed. Volunteer to undertake special studies. Ask what you can do for the state staff that will enhance vocational education in your state.

   d. Be readily available with people power and support information during legislative sessions.

B. Government/Legislative Interface

1. Local/City. Keep mayor of the city informed of vocational education activities and CETA educational programs.

2. Regional.

   a. Member of Area Manpower Services Council.

   b. Report to Lake Agassiz Regional Council. This is an Area Economic Development Administration Organization.

3. State.

   a. Contact with district legislators.

   b. As requested by State Board for Vocational Education appear at legislative hearings.

   c. Member of the North Dakota State Advisory Council for Vocational Education.

   d. Advisory Committee of Job Service North Dakota.

4. Federal.

   a. Periodic communications with state senators and representatives.

   b. Supports AVA activities.

   c. Communicate with Regional Director, Vocational and Adult Education, USOE.

   d. Involved in the National Council of Local Administrators and Administrative Division of AVA.

C. Business and Industry

1. Local/City.

a. Member of Coordinating Committee consisting of: Executive Director, Chamber of Commerce; Executive Director, Fargo-Cass County Industrial Development Corporation; and Executive Secretary, Lake Agassiz Regional Council.

b. Report periodically to Fargo-Cass County Industrial Development Corporation Board.

c. Report periodically to Chamber of Commerce Board.

d. Report periodically to Lake Agassiz Regional Economic Development Council.

e. Member of Housing and Economic Development Council.

f. Ex-officio member of the Minn-Dak Manufacturing Association. Membership of over fifty industrial manufacturers in our area.

2. State.

a. Communicate periodically with the Executive Director of the North Dakota Business and Industrial Development Department.

D. Labor

1. Local/City.

a. Cooperating with the following Joint Apprenticeship Training Committees in their educational programs:

Carpenters	Painters and Decorators
Sheetmetal Workers	Asbestos Workers
Electricians	Ironworkers
Machinists	

b. Involve all labor groups on advisory committees and special task force.

The preceding gives you an overview of the interface I have designed and developed that impacts on policies and decisions made by key personnel that relates to vocational education. I don't want to leave you with the impression that the system is perfect. It has a few bumps and because of the changes taking place continually it is necessary to make adjustments in the interface.

I have attempted to give you an overview of how one city administrator of vocational education feels about the need for being concerned about a total interface program in order that the right policies and decisions are being made related to vocational education. It is my personal feeling that we cannot sit back and expect someone else to do the job for us. If we do, someone else may be sitting in our chair and calling the shots for vocational education.

I challenge you to conduct an interface audit. Take a look at your own situation. Capitalize on the things you have going for you and fill any interface gaps if they exist.

If I can be of personal assistance to you in any way, please let me know. Thanks for listening.

THE ROLE OF THE CITY DIRECTOR IN INFLUENCING POLICIES, DECISIONS, AND TOP MANAGEMENT

by Milton Bins*

Let me begin by saying that the Board of Directors of the Council of the Great City Schools of which Dr. Paul W. Briggs is currently President, and the Council Staff are pleased with the developing relationship and continued interaction between the Council and your newly formed Association of Large City Directors of Vocational Education. We feel a special kinship with you not only because it was from one of our Council's Task Forces that your organization evolved, but also because we share similar goals and commitments to the survival, improvement, and adequate support of public education in our nation's cities.

I was asked to discuss "The Role of City Directors in Influencing Policies, Decisions, and Top Management" with respect to delivering vocational services to youngsters and adults in our cities. Let it be said at the outset that I approach this topic with a certain sense of humility since I have been neither a superintendent nor a board of education member. However, for several years I have enjoyed the opportunity through my work at the Council of working rather closely with superintendents, their top management staff members, and board of education members from our member school districts. Also, as Chairman of the State Plan Committee of the District of Columbia Advisory Council on Vocational Education, I have experienced directly some of the joy, pain, and problems that you as city directors face on a daily basis in planning and administering effective vocational education programs for youngsters in our cities.

Based on our discussions and meetings over the past year and our recent work with Council member school districts in developing a national vocational education legislative program, it has become clear to me that (1) it is difficult to generalize from city to city or region to region about the nature of our topic, and (2) that the real issue here is how can a city director who is aware of the politics and sociology of his/her district and state get the kind of recognition, status, attention, and trust from his superintendent so that his voice will be listened to not only in matters of vocational program operations and management, but also in matters of overall school policy and administration of the district's educational program. I think this question is

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very explicit in the very title of this topic, because for one reason or another I got the feeling from reading the title that city directors are not a part of the top management team.

Perhaps I ought to end this presentation at this point by suggesting that you simply follow the advice one of your colleagues gave about tracking down the superintendent at your meeting last April. Responding to several Center for Vocational Education panelists' repeated advice to "see and involve your superintendent in planning," he commented that in many big city school systems, the only way a vocational education director can see the superintendent is to "station himself in the hallway between the superintendent's office and the john." Another big city director whose school district had lost two superintendents in four years said, "It's hard for us to see the superintendent because he doesn't last long enough."

Well there is some truth in both of these remarks. Consider the fact that for the six-year period beginning in the spring of 1969 and ending in the fall of 1975, twenty of our major city school systems averaged three different superintendents. That's a tenure average of two years per person. Certainly, middle management people are not likely to stick their heads out and take those risks that are a part and parcel of the superintendent's life if they feel that the superintendent will not be around next year or the year after.

Before I offer some points for your consideration that I have found useful in working with top management and policy makers, let me state several assumptions that influence how I see the world.

1. It is imperative that changes take place in educational purpose, content, practices, and methodologies. These changes are necessary because of the increasing complexity in human relationships, technological advancements, continued hostility, and friction among groups in urban areas, and increasing difficulties in finding solutions to social, economic, and environmental problems.

2. It is the school's obligation to teach new values and belief systems that will enable young people to actively and critically challenge their environment rather than passively adjust to unwholesome impossible conditions.

3. Young people must be taught to assume some share of the responsibility for the acquisition of knowledge and skills while in school.

4. The school district must take advantage of critical moments in time when conditions are favorable for change, and now is one of those moments when opportunity for change is here--it is not likely to reappear soon.

5. Our human institutions, just as human beings, are malleable. That is, man's institutions can be shaped, but he is also shaped by them. We can begin understanding some of the complexities of our problems if we can understand this natural relationship between the human being and human institutions.

6. Every man has images, limitations, and expectations of himself (and of others) that tend to be self-fulfilling.

7. Schools are in the thicks of politics.

8. The urban superintendent role can best be characterized as that of a power broker, politican, and mediator of organizational and societal conflicts.

Now that you have some bases for judging where I am coming from, let me list those points for your consideration. I shall do this with full knowledge that there is little you don't already know. To paraphrase a statement by Harlan Cleveland, "There isn't anything we don't know about the modern city--its demography, its water table, its engineering design, its art, its slums, its economics, its politics. We just don't seem to know how to make it beautiful, accessible, safe, and clean." I think Cleveland's statement is very appropriate here.

Consider these points in the light of your own experiences and not as absolutes.

1. CHANGE IS INEVITABLE

   Use the flow and energy of ongoing change and modernization . . . see yourself as the facilitator of the best that can be achieved, not as the defender of the pass . . . look for positive ways to use evolution to help vocational education . . . its not a dinosaur and needn't be defended as one.

2. BE AN ADVOCATE . . . FOR THE FUTURE

   Advocate vocational education as it should be, not as a status quo to be blindly and totally defended no matter what . . . this is our basic responsibility to our profession as vocational educators even more than a strategy to win friends and influence . . .

3. DEVELOP A BROADER PERSPECTIVE

   Not to say you don't have one, just a reminder that you must take an interest in, become knowledgeable about, and work with others on issues other than vocational education . . . the more you are seen as generally knowledgeable, the more your position on vocational education will be seen as valuable and compatible with the school's general interests . . . be aware of the possible policy implications of your judgments.

4. KNOW THE AGENDA

   The school's management team--the superintendent and his "kitchen cabinet" are concerned with managing change and negotiating conflict . . . know their issues in detail and know your own position in detail and be aware of the effect of your positions on the issues as others see them. In this light, look for opportunities for vocational education.

5. PAY YOUR DUES (AGAIN, PERHAPS)

You have the help--and be known as willing to help--with the school's overall problems and issues in order to earn respect and allies, hence support, on your vocational education agenda. Why should anyone put out any energy to support you if you take no action other than as a narrow partisan of vocational education???

6. READJUST YOUR INTERNAL/EXTERNAL WORK LOADS

YOU MAY HAVE TO DELEGATE MORE OF YOUR internal work (and the authority to get it done) so that you have the time, energy to function as a working, participating member of the management team.

7. FORGET THE "WE"/"THEM" POLARITY

Splendid isolation with the idea that you are wholly and solely right is worth nothing in working with--and, hopefully, influencing--others. The failure of academic education to accord vocational education appropriate/equal status can be no excuse for failing to develop legitimate alliances "externally" (outside your shop) and to working "internally" to keep pace with incredibly rapid changes in society and the labor market.

8. BECOME POLITICAL

Not to say that you aren't already, but as a reminder that the school's management team works at the interface between the school and the larger community . . . you must know the individual "players" and where they're coming from and why . . . it's essential data for you if you are to use your full potential on the school's team.

9. USE THE LEVERAGE OF PUBLIC DEMAND FOR VOCATIONAL EDUCATION

Career and the rapidity of its speed without much funding is a good example of the public demand for work-relevant education. You're in the catbird seat on the school management team as the resource on how it can and ought to be done. Use your skills to help others solve their problems . . . and let them take the credit for integrating vocational education ideas and approaches into their issues . . . you further vocational education, all education and win allies in the process.

10. FUNCTION ON/REMEMBER MANY LEVELS

It may help you think through your own position and the action you will take to remember that you will be working on at least three levels: a "technician" of vocational education, a "professional" of education, and a "citizen" of the community.

I would like to conclude with several thoughts:

1. How is it that the fruits of knowledge can turn so sour as we reach to taste and enjoy them?

2. Our present sufferings and challenges are the results of our past successes, and

3. Old cities don't die, they just change.

4. We often speak of the past as coming back to haunt us. But sometimes it comes in the form of words of wisdom that are timeless just to keep us reminded that our situation in the present is not unique. Such words were spoken by Abe Lincoln in a message to Congress on January 1, 1862. He said:

> The dogmas of the quiet past are inadequate to the stormy present . . . As our case is new so we must think anew and act anew.

THE ROLE OF THE CITY DIRECTOR IN INFLUENCING
POLICIES, DECISIONS, AND TOP MANAGEMENT

Working Synthesis Report

1. Introduction

1.1 There is an ever increasing need for vocational administrators to become more involved in activities in matters impacting on policies and decisions related to vocational education.

1.2 It is essential to build interface bridges with key individuals and groups not only in educational circles but also with personnel in business, industry, labor, and government.

1.3 Three words sum up the follow-up of interface: association, involvement, and communication.

1.4 The most important interface is within your own organization!

2. Techniques

2.1 Develop a worksheet to guide in the identification of persons at local state and national levels with whom interface bridges should be established.

2.2 Keep alert to both internal and external politics and the various power structures which impact upon vocational education.

2.3 Involve as many of the "power persons" in vocational education activities as possible through committees, recognition meetings, and have them act as advocates for vocational education.

2.4 Be sure that the "power people" are "sold" on vocational education before using them as advocates.

2.5 The director should report to the School Board on all matters and issues related to vocational education.

2.6 Present the School Board with a quarterly status report on vocational education.

2.7 Communicate regularly with other program directors and involve them in vocational education affairs.

2.8 Participate regularly in other directors' activities as a member of the total education team.

2.9 Keep the mayor of the city informed of vocational education activities, particularly as it relates to CETA.

2.10 Work closely, if possible as a member, on the Area Manpower Service Council and other area agency organizations.

2.11 Maintain appropriate contact with state legislators.

2.12 Participate in legislative hearings when possible.

2.13 Maintain contact with the state representatives to the federal government.

2.14 Be active in professional association activities.

2.15 Develop contacts with Regional and National Office of Education personnel.

2.16 Participate in community service groups such as the Chamber of Commerce and service clubs.

2.17 Hold periodic meetings with staff and building principals.

2.18 Meet regularly with the director of guidance and members of his/her staff to acquaint them with the latest in vocational education.

2.19 Maintain contact with State Vocational Education Staff and State Advisory Council personnel.

2.20 Maintain close contact with labor unions and apprenticeship committees.

2.21 Make use of the media on a regular basis with planned campaigns.

2.22 Be sure that legislators and school board members are aware of the good results of their efforts in supporting vocational education.

2.23 Interface with parents so that they will be aware of and sympathetic to vocational education.

2.24 Make maximum use of the vocational student organizations, alumni groups, and similar organizations.

3. Major Tasks and Objectives

3.1 Make people aware of the relationship of CETA and vocational education.

3.2 Keep telling the top administration what vocational education is doing and how well it is doing it.

3.3 Stress the need for further study of needs and procedures to alleviate inner-city problems in vocational education.

3.4 Regularly submit short- and long-range operational plans for vocational education.

3.5 Stress that change takes place in educational purpose, content practices, and methodologies and that vocational education is keeping up!

3.6 Stress that vocational education helps teach new values and belief systems in meaningful terms.

3.7 Stress that vocational education teaches young persons to share the responsibility to acquire knowledge and skills needed as citizens and workers while they are in school.

3.8 The school district must take advantage of the present favorable times to improve vocational education.

3.9 Be an advocate for vocational education as it should be, not as it may be now.

3.10 Develop a broad perspective going beyond vocational education and see that vocational education is part of a total program of education.

3.11 Share in the school's management team activities as an active participant.

3.12 Keep pushing the idea of the public demand for vocational education and be able to back it up with local data.

SECTION SIX:

A RELEVANT POTPOURRI

--Partners in Vocational Education

--Emergency Disaster Plans for Vocational Schools

--Guidelines for Selecting and Utilizing the Services of Outside Consultants

PARTNERS IN VOCATIONAL EDUCATION

by Gordon Schempp*

I'm thrilled to be at a Center like this which is the heart of vocational education and have a chance to be with educators that aren't afraid to get their hands dirty, and are practical about their approach to education. I'm a pragmatist, and you know, I think you people are the people who really have the guardianship for that portion of education that has more answers for the problems of the 70's than any other group.

I want to tell you that I'm no expert. I come here with a lot of humility, because you're the people that know and make vocational education work. I'm not sure I can define it, but I know you've got a good product.

I want to share a few experiences with you about how I had my eyes opened as a naive board member. I have four boys so I am interested in education. When they came to me and said "Gordy, would you like to run for the school board"? I said "Sure, I'll run for the school board," and luckily or unluckily I was elected. Later it began to occur to me as I sat there that there must be something to school board membership besides deciding whether or not you pay the power bill or why did you spend this much money--that it had something to do with educating kids. So I began to ask questions. The questions led me to some conclusions and maybe by my sharing them with you, you will better understand what board members have to go through.

I think as I dug around I found the system functioning well. The fact is I've been very fortunate to be working with two administrators at the community college and the K-12 level who are outstanding. In fact, Superintendent Vaughn Phelps is just finishing his year as the President of ASA so you see I'm not dealing with a group that I think is second class. I think our school system is one to be very proud of. I found, however, that we were a college prep system. I found out we were getting a lot of words about vocational education from the staff but not a lot of production. I kept asking questions. The more questions I asked the more they told me about distributive education, etc. I always asked "What about the kids?" "What do the kids think?" "What do the parents think?" So I went out and talked with parents.

You know all the parents are for vocational education, but its not for their kids. Their kid has to be a doctor or has to be a lawyer. Somewhere along the line we've got to get practical. We've got to help parents see that

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not everybody in this life is going on to be a doctor or lawyer or director of vocational education. There are people that have to go out and fill all types of jobs and have to fill them with pride and skill.

In addition to the parents I talked to the rest of the board members who said, "Yeah Gordy, you're right, we're not going to fight with you, but vocational education isn't really that necessary, most of the kids in our district go to college." The parents were saying, "Yeah Gordy, you're right, but take care of those other kids. My kids are going to college." There isn't a one of us that doesn't find ourselves in that position. But you know when I went to the kids, they weren't telling me that. The kids were telling me that they wanted something different. The kids were telling me they were tired of this four-year college story. The kids were telling me that there's a need now for us to explore occupational skills, and to get some skills before graduation.

So I became really convinced that the dollar in the educational pie is not being expended where it ought to be expended. I know expending it is very difficult--Superintendent Briggs talked about that and I agree with him. But the point is that you as vocational directors have got to tell this story more forcefully. You haven't told your story well enough. You haven't articulated. You have the best product in the world--but you haven't sold it yet. You haven't taken the gloves off. You've let the academicians outmaneuver you and outtalk you.

The board members, the parents, and the students are wishing for you to take the leadership. I think when this ball gets rolling there's no way of stopping it.

I have looked at the brochure from the Cleveland Public Schools. It's exciting! But that just didn't happen. It happened because there was real leadership, and you're the type of people that have to provide that

It was a joy to listen to Commissioner Marland, and see the things that happened when he was there and I hope they are not fading. I had had a chance to hear Dr. Hoyt--to me he's almost a kind of apostle of the kind of religion to which I can suscribe. I get all excited about it.

But you know, things are fizzling in many places. The bubble is starting to burst--we're loosing momentum. Maybe not in your schools but an awful lot of schools. I think that it's time that we dedicated ourselves to saying, "How can we get this job done?"

My first piece of advice is "Keep on fighting." Dig in there and get your fair share. You've got the capabilities and you've got the product. The Board of Education has to be your partner. Remember that board members are not against vocational education, they just need to understand it and to be sold on what vocational education means. It's through involvement that you do this. I didn't get my eyes opened overnight. I did it because I got involved. I began to see what the product was and what the needs were and are.

Most board members detest the kind of board meetings where all you do is go through the fiscal problems. I think deep down most board members want to

to be challenged with those problems of curriculum, with those problems that relate to what happens in schools. How do you take care of youngsters? What do you do to create a climate so they can learn and so they can prepare themselves? Far too often they don't get that opportunity.

Take upon yourselves to say "My duty is to help my board members understand and know the product that I have and get them involved. You'll be surprised at the kind of response that you'll get. I think this is true with parents. I think I can say that I've never heard a parent really say to me that "I'm not in support of vocational education or career education or occupational education." Whatever the term is--they have heard of it, but they don't fully understand it.

Parents don't understand the battle that's going on for the education dollar. They don't understand that we have an education system that's impractical--that was designed a long time ago to fill a need that isn't here. To put it bluntly, they don't understand that the output of our schools today doesn't match the needs of industry in the world we have today.

It's time that we got parents on our side, and the board members on our side to see that problem. Because the problem of taxation is not going to go away. Everytime you get that real estate tax statement, or whatever it might be that you have as a base, you know you're reminded of it. The question is, "How do you best use it?" "Where can you spend it?" It can't be all things to everybody. It can't be. The money isn't there. I think the board members will face up to it. I think the time has come that we face up to the fact that education is not an end in itself. Education is a means to an end.

There are various ends. There's a need to prepare students to make a living. There's a need to prepare students to function as responsible citizens. There is a need to help students enjoy life to the fullest, including the arts and sciences. The struggle comes when you try to put priorities on these things. I say the time has come to put top priority on the need that says you must prepare people to be self-sufficient and productive citizens. You know, school board members are not going to disagree with you, but you've just got to help them understand it. You've got to help them quit fanticizing--quit thinking that everybody from their high school needs to go to that four-year institution and to help them understand that there are hundreds of thousands of youngsters out here that are going to be out on the street. They need skills. They are turned off. They don't want to be forced into the kind of courses they are being forced into. You've got to help them understand.

When I look at the papers, I am further convinced, as a board member, that we have a problem. When I see ads in the papers for jobs and then I look at the unemployment list, it becomes perfectly clear that we have a problem of over-education and under-education. But who has the best answer to that. You people do--you and your coordinates and friends in the community colleges.

I certainly hope that you have worked together with the post-secondary institutions so that when a youngster comes out of your occupational skill program he or she can go on to a post-secondary institution.

You know I get so excited I almost shiver, how I mean that, when I think about career exploration programs that are going on in the elementary schools and in the junior high . . . long overdue. But I get just as disappointed when I see what is going on in so many of our secondary schools. Because this is the time you have to begin to really spend the bucks--that's the difference.

You know, the administrations and the boards are all very happy to give you exploration at the elementary school and the junior high because the dollars aren't so demanding but when it gets to the secondary schools you run into the difficulty. Then when you get into the post-secondary schools all of a sudden you get into this battle between the universities and the four-year colleges and the post-secondary or the junior colleges, community colleges, whatever your term. They see you as a threat, and you get into that battle.

I spend more time down in Lincoln appearing before committees than I do with my kids during this time of the year. Every year we fight for survival--every year we go through this tremendous battle for the dollar, to do a job that really this nation of ours cannot afford to pass off. But you know the problem is that politicians, in the end, are not concerned about kids--they're concerned about votes. You have to understand it, you have to organize and bring the kind of pressure to bear so that they understand this too.

Nebraska is probably five or ten years behind in the area of post-secondary occupational education. But what a thrill to be part of a school that all of a sudden is beginning to serve people. It's fun to see people, divorcees with children who have been on welfare, come in and get into meaningful jobs. It's fun to see people who have had no hope--that have been in the gutters, that have been in a rut and haven't been able to fight their way out for many good reasons and to give them hope. Now that's the thing that you people represent and that's the kind of hope that I see, and that's why I'm turned on as a board member.

I think the time has come to be practical in American education and to recognize that not everybody needs to go to college. I think the Bureau of Labor Statistics tells us, that approximately 70% of the jobs in this technical world of ours do not need four years of education. *Time* magazine last week carried an article about the problem that Ph.D's and B.S.'s and M.A.'s are having. We've been putting together a technical community college in Omaha and we've been filling a lot of positions. I'm chairman of the personnel committee. We have 180-200-250 applications for every job we open up on the staff except the vocational jobs. At the same time our teacher institutions are still training more English teachers, more social studies teachers, but where am I going to get that welding instructor? Where are we going to get that mechanic? Where can I get the photography instructor? Where do I get all the other things that society needs out here. I don't know the answer. But we've got to find the answer before we can solve our problems. I can't help but think that the answer lies with you.

I think once you get this ball rolling its going to be like a snowball because your case is there. You've got to articulate it. You've got to get

understanding. Once we get acceptance watch out! That steam engine is going to roll. Everybody's going to want to climb on the boat. That's what happens. You fight and you fight, and you fight and when you finally get understanding then everybody wants to jump on. It's everybody's idea. Let that senator think it's his idea, as long as we get what we want. Superintendent Briggs said it very nicely. I heard him give a talk at the school board convention in San Francisco and I just floated out of that room.

I was so excited, I just had to tell everybody. It was his green power talk. Have you ever heard that one? Where he talks about what he believes is the power of giving people a chance to go out and become productive. You can't argue with him, it makes too much sense. Yet we are struggling, struggling, struggling. Don't give up the fight. You've got the answers. If the 60's could be characterized as being the times when we had the struggle with Viet Nam and student unrest then the 70's single biggest problem is unemployment. No question about it.

It's unfortunate that at the time we are going through this, we also have an erosion of the work ethic. What made America great? Productivity, dedication to quality, but at this time we're loosing that. So through your vocational programs, you can both teach the skill and also develop an appreciation for work--the pride that goes with having a job. You don't have to be the superintendent of schools to take pride in your job. You can be the custodian and be proud, as long as you do it well, and as long as there is pride. This has got to be a part of your program. You know, the more this erodes the more we add to the unemployment problem; the more difficulty we have competing with the Germans, the Japanese, and the others who have not lost this kind of thing.

I think that maybe in closing I might tell you that as I view what's ahead of us I can't think of any one thing that's more important than the job that you have on your shoulders. I can't think of any group that's got a bigger challenge. You know, you're lucky when you think about the chance that you have. Not everybody is entrusted with the kind of opportunity that you have to help people. Many of us slave away at other kinds of jobs where we don't have this opportunity. So as you look forward and ask "Is it worth it?" remember the opportunity that you have and remember that you've got to be good sales people. You've got to deliver but first you have to sell.

If there's anything that I can do, and I'm sure if you get this story to other board members to help you sell this concept, to help you make this work, to sit down and have people understand what's going on, call on me.

I can't think of any one thing that would give me more satisfaction than to see these kinds of programs extended over the breadth of this land. I'd like to Hubert Humphrey up there talking about vocational education. I'd even like to see Senator Curtis from Nebraska talking about vocational education. I'd like to have this be the number one topic of the people in Washington and in the State Houses and in the county boards and in the school boards. But, you know, it isn't going to happen if this group right in here and others like you don't step up and start hitting the ball. You've got it, you've got

the best product in the world. There is a need for it. People want it. Students want it. Students are saying to us "Please help us--please deliver." Board members will buy. Just go out and do it. I'm sure that the outline that you have yesterday and today and tomorrow will help you do that job. I'm sure that what I've said to you really isn't the kind of thing that helps you do it. I hope that it does spur you on to understand that there are people like myself out there who are saying "Come on. Get with it. Let's get the job done." That's the message that I have and I hope maybe it makes you feel a little bit better about your job because you are great people.

EMERGENCY DISASTER PLANS FOR VOCATIONAL SCHOOLS

by Russell R. Dynes and E. L. Quarantelli*

While the educational system is an integral part of the total community system, it is seldom involved in community disaster planning. In addition, in traditional community disaster planning, educational personnel are often only incidentally involved in the planning process. The position taken here is that educational systems have important reasons to become involved in disaster planning. The schools' involvement in disaster planning should extend beyond enacting simple sets of protective actions suggested by other sources. Such involvement requires the thinking out of implications of disasters for the schools themselves as well as the understanding of how the educational system relates to other community structures which must also respond to the disasters.

In order to understand the process of initiating schools' involvement in disaster planning, we will first discuss the context of disasters toward which planning must be oriented. Second, we will examine certain dimensions of the educational system to be considered. In particular, we wish to emphasize the school (a) as a structure to be secured, (b) as a location of community members to be protected, and (c) as an important community resource to be utilized in emergency operations. We will discuss the problem of schools which have experienced significant disaster damages. Finally, we will turn directly to the question of implications of these considerations for planning.

The Concept of Disaster

The term disaster is one of the most confused and imprecise word in the English language. Its imprecision is complicated by the fact that most persons' experience with disaster is interpreted through the mass media. The media usually assumes that their readers and viewers are most interested in damage, either physical, structural, or psychological. By reporting in such a fashion, the impression is given that communities are destroyed and can only survive with outside help. This is seldom, if ever, accurate. The most common pattern is that disaster agents affect communities segmentally, and the immediate response comes from those remaining resources in the community which are reallocated and applied.

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Sociologically, a disaster is an event, located in time and place, in which a community undergoes such severe danger and incurs such losses that the social structure is disrupted and the fulfillment of all or some of its essential functions is prevented (Dynes, 1974). Such disaster events are created by quite diverse types of agents. The nature of the agent influences the types of community tasks that are created. Not all agents create the same set of problems or have the same sets of consequences. Without extensive elaboration, it should be pointed out that disaster agents differ in the frequency, predictability, controllability, cause, speed of onset, length of possible forewarning, duration and scope of impact, as well as in their destructive potential.

The impact of disaster agents can be visualized in terms of time and space. One can visualize the event over time in terms of periods of warning (where precautionary activity is characteristic), threat, impact, inventory or reconnaissance, immediate rescue, immediate remedy and finally, long term recovery. While it is true that some disaster agents do not give warning, the other stages are common to most disaster agents.

Some researchers have also viewed disaster impact in space in terms of a series of concentric circles. The innermost circle, the impact zone, is where the greatest damage occurs to property, life, resources, and organization. Immediately outside that impact zone is a filter zone through which both supplies and information must pass to and from the impact zone. Outside that zone is a circle of organized community aid, and beyond that, a zone of organized regional aid. This visualization of impact in terms of concentric circles is useful to differentiate activities and tasks which are necessary with each zone, but it can distort the image in situations where multiple impact zones may exist, such as are frequently created by such disaster agents as tornados.

One further point to remember is that every disaster event occurs in a particular time and a particular place. Every community and each community institution has its own rhythm. The school system starts at a particular time in the morning and ends, at least for the students, at a particular time in the afternoon. This schedule is followed from September to June. Obviously if a disaster event occurs on an April Friday at 10 a.m. the consequences for the school are more "serious" than on a July Saturday. In addition, disaster events do occur at particular places in a community. Such events may effect one particular section of a community and not others--e.g., the downtown area vs. the suburbs. Since schools tend to be distributed in a community according to population density it is likely that whenever a diffuse impact occurs, some segment of the educational system--a school, an athletic facility, and office, etc.--will be affected. In other words, the suggestion is made here that because of its traditional distribution throughout the community, the school system is particularly vulnerable, at least, to be segmentally affected by disaster impact. For example, in April 1974, the path of the tornado which cut through Xenia, Ohio created damage at six of the eleven schools within that system, including both junior high schools and the high school (Taylor, 1974). For the educational system, this was a "double disaster." Many organizations involved in emergency planning do not think out the consequences of such double disasters. Merely because such situations are infrequent is no reason to ignore their possibilities in planning.

Essential for any planning for the total community as well as for the educational system would be an extensive hazards analysis. This means examining historical records from the weather bureau and the Corps of Engineers, maps of the community, and old newspapers. It means gaining knowledge of contents of cargo on rail and truck lines on interstate highways passing through the community, and knowledge of production processes within the community which utilize toxic materials or potentially dangerous manufacturing sequences, etc. Communities which claimed surprise at the large number of tornados in April 1974 in Ohio would not have been surprised if they had been familiar with the historical weather pattern. With this type of hazard analysis, a community can more realistically think about planning. Next, we move on to a more extensive consideration of dimensions of the education system which are important for consideration for planning for emergencies.

Dimensions of the School Important for Emergency Planning and Operations

The school, of course, means many different things. Three dimensions will be isolated here for particular attention. First, the school is a physical structure which needs to be protected. Second, the school is a location of people at the time of impact. Third, the school, both as a physical structure and as personnel, is a key community resource in the emergency period and beyond.

The School as a Physical Structure

Since schools are located and built on the basis of population distribution, there is high possibility of some damage to school buildings for disaster agents which create diffuse patterns of damage. On the other hand, because structures are geographically disbursed, possibilities are limited for a damage pattern which affects all segments of the local educational system.

Since certain disaster agents provide a lead time for warning, certain types of preventative action can be taken. With wind related agents, windows can be taped to minimize glass breakage. Any type of equipment on the school grounds which is not solidly anchored can be removed. Potentially exposed equipment within the building can be moved to more protected locations. Toxic and corrosive materials can be protected. Even more likely than direct damage to structures is the greater likelihood of indirect damage through the loss of utilities. Those segments of school operations which are dependant on continuous utility service should be inventoried so that damage to equipment could be minimized when utility outages occur for several days. In flood plain areas, determination can be made of unique siting factors and drainage potential so that flooding patterns can be anticipated. Location of materials for sandbagging can be anticipated to prevent water damage. And the location of potentially threatened storage areas in basements of buildings can be identified. The determination of potential threats and forms of damage can be facilitated by utilizing information from a community-wide hazards analysis and from municipal engineering reports.

The School as a Location of People at the Time of Impact

Since schools are open so much of the day and so much of the year, it is not surprising that when disaster impact occurs, many persons are located in school structures. Concern for safety is, of course, heightened, since many of the occupants are children. While there is nothing in the research literature which suggests that children are more vulnerable or act less rationally than adults during disaster impact, there is certainly a greater focus of concern for them on the part of adults.

Those people located at schools should be a part of the warning system. This means that the administrative units should be linked into the community warning system and act as mediators to individual schools locations. In addition, mass media information should be monitored on a continuous basis when preliminary threat signals are received.

As part of the planning process, certain types of "survival activities" can be identified. Activities which relate to certain seasonal threats, such as tornados and hurricanes, can be periodically reviewed as a part of the general educational program. Types of desirable behavior can be identified, such as the evacuation of buildings during earthquake shocks or the seeking of shelter in densely constructed portions of buildings, certainly not gymnasiums, during high wind-related impacts such as produced by tornados and hurricanes. Elaborate and complicated directions have little utility, for the primary reason that they would seldom be remembered when impact occurs. Certain general principles can be stressed which can also become a part of the informational and educational program of the school system.

The School as a Community Resource

Schools can be seen as important community resources in the immediate post-impact period. Schools contain space, cooking facilities, communication facilities, and other resources for communities which must provide immediate emergency shelters. School structures are usually convenient places to organize hurricane shelters or temporary shelters for those whose housing has been damaged, destroyed, or become inaccessible. In addition to such short-term usage, schools sometimes become long-term shelters.

Research suggests that most individuals and families displaced by impact will seek their own arrangements with friends and relatives, and that public shelters, such as developed in schools, are defined somewhat negatively among disaster victims. Still, in many impact situations, there is need for public shelters for those persons who cannot arrange their own. This suggests, in addition, that those who do seek out public shelters are unlikely to have the resources to seek alternatives and therefore will need longer term assistance. When school buildings are initially used for the more dependent displaced populations, other disaster agencies--medical, social service, welfare, etc.--are likely to seek out space within the school to provide their services. This means that the program of various community agencies becomes partially dependent on the continued hospitality of the school system.

In addition to shelter needs, a common pattern for most communities suffering widespread impact is to receive many donations, such as clothing and food, from well-meaning persons all over the country. Such aid, usually massive is scope, is seldom needed. Since it is shipped in, communities have to find storage space for it, and schools again often seem to be a logical place. While seldom usable, these donations tie up facilities and personnel for long periods of time until a small portion is distributed, other portions are given to other agencies or the lack of utility is so obvious that they can be quietly removed. The utilization of school facilities by other agencies and for other uses often leads to conflict later when the school system is ready to move back to normal activities and some of its facilities are being used in ways initiated during the emergency period.

Facilities are not the only resource that schools have. Teachers, administrative and clerical personnel, and students are all-important manpower reserves for the community effort to deal with the myriad tasks that might be necessary during the emergency period. Teachers with their skills and knowledge of the community are useful in shelter management as well as for volunteers for for many agencies with which they have often had prior contact during pre-impact. Other school personnel, if schools are not open, generally are guided by altruistic motivations to engage in community-oriented activities rather than purely personal ones. Too, students rather than being "problems" usually can find some productive tasks, such as debris clearance, or acting as "runners." In almost every disaster that has been studied, it is interesting to see that communities "rediscover" their own teen-agers as being capable, hard-working contributors. Stories of the dramatic transformations of local "dropouts" into contributing citizens circulate around the community.

While the involvement of the school in post-impact operations within the community sometimes creates problems for the subsequent reopening of the schools and the resumption of normal activities, the fact that the educational system is utilized so heavily by the community is an implicit tribute to its integration within the total community system which responds to impact. While school-community relations is a topic of much discussion among educational administrators, the role of the school in the post-impact period is both a reflection of the past and an important factor in the future view of the role of the school within the community.

Problems Associated with a Double Disaster Involving the School System

We have been so far discussing the school system as if it experienced minimal damage. There are situations, fortunately relatively rare, when the school system experiences massive damage to its physical plant. Massive damage to a school system, however, usually means massive damage to the total community. Thus, the school system is faced with problems of reconstruction, not as an isolated community system, but as one part of the larger task of reconstruction of many elements within the community system. This means that the school system cannot receive much help from those other elements within the system.

Given the situation of widespred community impact and the necessity of extensive rebuilding, several comments are necessary about the pattern of assistance to such communities in American society. Traditionally, in American society, disaster assistance has been the responsibility of local communities, with some help to individual victims coming from national agencies, such as the Red Cross. The federal government, however, has become increasingly involved in recent years. (The first "comprehensive" federal disaster law was passed in 1953.) To avoid infringing on local autonomy, the direction of federal disaster legislation has been to develop laws which were ambiguous and diffuse and which lead to misunderstanding in application. In addition, expectations of federal assistance have increased at the local level. Impacted communities, however, seem to feel that, since they have experienced widespread damage, they should not be further "punished" by having to observe federal standards and procedures. This feeling is often reinforced when various political officials promise to cut "red tape," usually meaning bypassing federal guidelines. The federal-local relationship, thus, is best seen as a process in which local officials demand and politicians promise, leaving operational federal agencies attempting to implement ambiguous and ad hoc programs from which there is little precedent or policy and only slightly more money. Such are the conditions which produce frustration.

The most recent federal legislation (Public Law 93-288) does include two provisions which are important for the schools. For the first time, the law mentions explicitly that schools are eligible for assistance. Up until that time, the notion of "public buildings" was usually interpreted to include schools, but schools including private, non-profit educational facilities are mentioned explicitly in the 1974 law. The second provision of importance for the schools was the inclusion of a provision making mental health services for disaster victims eligible for federal funding. Since many assume that children are particularly vulnerable to mental health problems subsequent to disaster, it is likely that the schools will be seen as an appropriate locale for such services.

With this background, let us turn to a consideration of the range of problems which might be experienced in a community in which a disaster event has occurred with the potential for massive damage to the school system. Let us also assume that disaster impact occurs within the active school year so that both short- and long-term decisions within other community systems are being made concurrently. Using the time sequence mentioned earlier, types of problems in the inventory, remedy, and recovery stages will be indicated.

Problems in the Inventory Stage

1. It is difficult to make a quick determination of the damage to a school system which is distributed throughout the community, some sections of which may be inaccessible, during a time when usual means of communication are not operative. Such determination is necessary as a basis for the establishment of shelter operations and storage facilities.

2. Establishing contact with the emergency coordination center within the community is imperative to provide information on the status of damage to the schools as well as of the resources which could be offered to the community by the school system.

3. Preliminary determination must be made of whether the school system can operate in the near future. If there is extensive damage to buildings, what reallocations will have to be made in classroom space? If damage is minimal, what is the status and welfare of school personnel? If there is a reduction in staff, how will they be replaced? The determination of school reopening has to be viewed in terms of the needs of the total emergency social system of the community, e.g., the community-wide need for temporary shelter, etc.

4. If significant damage to school buildings is found, the location of storage space to protect school equipment which will not be needed for community needs or reallocated instructional needs must be determined.

Problems of the Remedy Stage

1. After the decisions have been reached in the inventory stage, more information needs to be collected about the conditions of school facilities and their contents. There must be determination of the salvagability of records, equipment, supplies, and materials, both for assessing the current resource base of the school and also for insurance and replacement.

2. If schools have been temporarily closed, the determination of when and where to reopen still has to be made. If space can be reallocated, does the space coincide with the "temporary" housing relocations of families with school age children? If not, are there busses, drivers, etc. which can provide transportation?

Problems of Longer Range Recovery

1. If large segments of the total community system have to be rebuilt, there is the necessity to develop coordination among all those engaged in the same process. Since school system planning has traditionally been somewhat isolated from general community planning, educational administrators may have difficulty in working in this new "forced" interdependence.

2. Faced with multiple problems, the educational administrative staff may try to accomplish everything at once. Since the needs appeared "at once," there is often the inference that they can be solved at once. This often leads to a diffusion of effort, the lack of any specific accomplishment and continued frustration.

3. Because of the uncertainty of new resources, school administrative personnel are often assigned to tasks with which they have had little previous experience or expertise. Such unfamiliar assignments tend to

modify the traditional methods of coordinating activities within the educational system. This leads to a lack of knowledge about the task assignment of others and often leads to duplication of effort, contradictory paths of operations, and a feeling of isolation from the overall decision-making process.

4. Because of the lack of familiarity of school personnel with the psychological consequences, anxiety might develop as to the proper role of the school and of teachers in dealing with problems which are anticipated. Such uncertainty may be complicated by many different (and competing) agencies offering to assist the school in providing mental health services. Many of these requests require the allocation of already restricted space and the distruption of school routines just beginning to be re-established.

5. The whole recovery process is made uncertain since the community is involved in overall planning and reconstruction. Decisions which are made at this level have important implications for the school system. In addition, there is the problem of ascertaining the requirements and expectations of outside community agencies, particularly those of insurance companies and state and federal governments.

The preceding present types of problems which emerge in situations where there is extensive damage to the community and also to the school system. Such situations are rare, of course, but the variety of disaster agents present in American society make it essential for an educational system to think out its role and participation in disaster planning.

The Role of the School in Disaster Planning

There are a number of actions which an educational system can take in disaster planning.

1. Planning should be done for individual school plants. Individual schools are usually seen as separate social organizations, so the teaching and administrative structure should develop its plan based on the hazard analysis done for the total community. This might involve (a) a determination of patterns of evacuation and routes which can be utilized, (b) the identification of parts of the building which can be used most effectively for shelter from impact, (c) the determination of features of the building which might produce increased risks if impact occurs. In this consideration, it is not necessary to develop complex and detailed documents, nor is it useful to recommend patterns of suggested behavior which are much different from day to day behavior within the school. What is important is that planning be an activity which is built into the usual routine of the school. For example, with such seasonal agents as tornados and hurricanes, the beginning of the "season" should be the opportunity to consider and reconsider what preventative actions might be necessary.

2. Planning should tie the total school system into the overall planning of the community. Such planning can be accomplished more effectively at the administrative systems level. School systems should have a representative at the emergency operations center to act as a filter of information relevant to the concerns of the schools as well as to knowledge about the status of this important resource for the emergency period. If a community lacks its own comprehensive plan, it would seem that the schools have sufficient stake in its development to initiate such planning or to encourage the efforts of others trying to develop comprehensive planning.

3. Planning which involves the schools should give particular attention to the importance of providing information to parents and to the total community about their actions and activities in disaster situations. Since the school system affects so many persons, and so many family units within each community, the public information functions of the school in disaster situations is critically important. Not only should the educational system be involved in the total community information effort, but it also needs to think out the nature and types of public information it needs to convey. This means that its relationship with the media is important, but the media is not the only effective means of communication.

While there are certain unique features of disaster planning for the schools, it would seem that every institution in modern society has to give some consideration to the future. For the schools, educational planning is not exhausted by population projections, knowledge of building permits and the development of new teaching techniques. It also involves thinking out some of the implications for the school system of disaster situations. If education is a life-long process, it should involve thinking out how to minimize those threats which could provide a conclusion to the process.

A Final Note

Almost by definition, disasters have a negative connotation. Like most things in life, however, there is always a mixture of the positive with the negative. Disasters have many positive aspects. They activate many altruistic acts. They require cooperation and often wipe out aspects of the past which are best forgotten. There is no reason why an educational system in a disaster impacted community cannot turn its experience into a positive one. Disasters bring many potential learning experiences. Understanding the origins of certain disaster agents is an important lesson in science. Understanding the reaction of family members can be an important lesson in human concern. Understanding the community response is an important lesson in social processes. Both the pattern of damage of structures and their repair and reconstruction provide important lessons in concern of many different types of vocational education. To the extent that education deals with life and its processes, the disaster event provides a laboratory in which these processes can be examined and understandings developed. What has happened is an indication of the real world--not always pleasant--not always simple.

The final comment here is to point out the importance of the school in the total disaster process. In every disaster event, there is an emergency period after impact when the survival of the community seems threatened. But in all disasters, this emergency period ends and the community moves into the longer term recovery stage. It is as if the worst is over and now the community can turn back to life as it was and begin to pick up the pieces. The time of the emergency period may vary depending on the scope and nature of the damage to the community system by the disaster agent. One very important indicator of the end of the emergency period, however, is the reopening of the schools. It is, as if the community is saying, "We've experienced a situation which has threatened our survival. In meeting this we have had to suspend some of our usual activities and temporarily reallocate our energies to those pressing tasks. But now, those pressing tasks have been accomplished, and we must turn back to our usual concerns. Education is of prime importance in our way back. When the schools reopen, it provides a signal to other aspects of the community--businesses, families, etc.--that the threat is past and grief has run its course. With the opening of the schools, the future is still ahead of us."

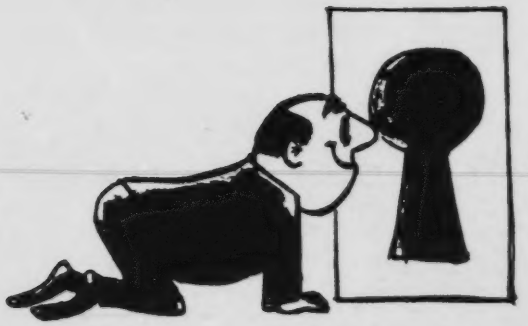
References

The paper is written from the viewpoint of a total school system. While vocational schools have some special problems, it is more important to see them in the context of a total educational system.

Russell R. Dynes, *Organized Behavior in Disaster*, Columbus, Ohio, Disaster Research Center, 1974.

Jack D. Taylor, "The Xenia Public Schools and Tornado Disaster," Dissertation, The Ohio State University, 1974.

The "Problems Associated with a Double Disaster Involving the School System" section is based in part on the above mentioned Taylor dissertation and is supplemented by field observations from the wide variety of disaster events studied by the Disaster Research Center since 1963.



GUIDELINES FOR SELECTING AND UTILIZING THE SERVICES OF OUTSIDE CONSULTANTS

by Daniel E. Koble, Jr.

THE CENTER FOR VOCATIONAL EDUCATION

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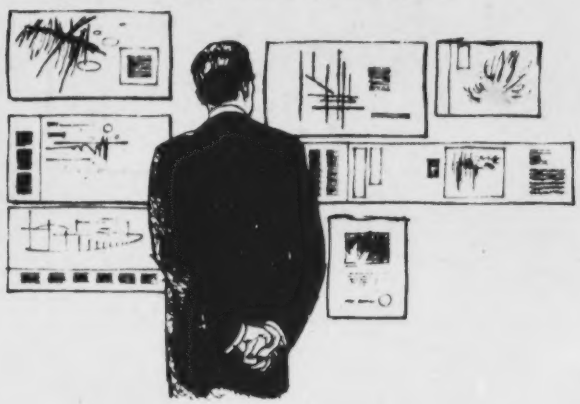
*Daniel E. Koble, Jr. is a Research Specialist at The Center for Vocational Education, The Ohio State University, Columbus, Ohio.

WHERE TO LOCATE CONSULTANTS IN VOCATIONAL EDUCATION

- State Vocational Education Agencies
- The National Center for Vocational Education
- Private individuals and organizations



HOW TO TELL WHEN YOU NEED OUTSIDE CONSULTANT HELP

- When your staff does not have time to do the job.
- When your staff lacks the expertise to do the job.
- When the involvement of a third party will add creditability to a project.

HOW TO GET THE MOST FOR YOUR CONSULTANT DOLLAR

- Select a firm or individual with a proven history of integrity and performance.
- Know who the individuals are that will be directing your project. Insist on people with a vocational background where appropriate. People are important.
- Do your homework. Prepare a detailed outline of what you expect a consultant to do.
- Give consultants plenty of lead time before actual work begins.
- Carefully monitor the work and progress of consultants.

HOW TO GET THE MOST FOR YOUR CONSULTANT DOLLAR (Cont.)

- Share the success or failure of a consultant or group with your peers.
- Beware of bargains. You only get what you pay for. Be sure budget requests are realistic in terms of what you want.
- Don't expect miracles. Consultants are only human.
- Never ask or expect consultants to make decisions. That's your job. Their responsibility ends with making recommendations based on alternatives.
- Watch out for super-salesmen who promise the moon on a string.
- Pay attention to the process as well as the end results promised.
- Keep everything on a businesslike basis whenever possible.

HOW TO GET THE MOST FOR YOUR CONSULTANT DOLLAR (Cont.)

- Use in-house services and personnel whenever possible to supplement the work done by consultants.
- Insist that progress reports be written into the contract.
- Develop a final technical report as well as an executive summary.
- Be sure that the consultant staff is involved in final verbal reports or debriefings.
- Above all assure yourself that the consultants will be able to deliver what you expect, when you need it.
- Always assign a member of your staff as a contact for the consultants.

APPENDIX

EXHIBIT A: SEMINAR PLANNING COMMITTEE

EXHIBIT B: SEMINAR AGENDA

EXHIBIT C: PROGRAM PRESENTERS AND PARTICIPANTS

EXHIBIT A

SEMINAR PLANNING COMMITTEE

PLANNING COMMITTEE FOR THE 1976 NATIONAL LEADERSHIP SEMINAR FOR ADMINISTRATORS OF VOCATIONAL EDUCATION IN LARGE CITIES

Planning Committee Members

Dave Berryman	Springfield, Missouri
Milton Bins	Washington, D.C.
Ronald Detrick	San Diego, California
Dan Fahrlander	Omaha, Nebraska
Dean Griffin	Washington, D.C.
Donald Healas	Cleveland, Ohio
Otho Jones	Washington, D.C.
Jerline Kennedy	Dallas, Texas
Robert Kerwood	Phoenix, Arizona
Ted Kimbrough	Los Angeles, California
Dan Koble	Columbus, Ohio
E. C. Miller	Nashville, Tennessee
Charles Nichols	Minneapolis, Minnesota
Duane Nielsen	Washington, D.C.
Reginald Petty	Washington, D.C.
Fred Ricketts	Columbus, Ohio
Lyle Sorum	Fargo, North Dakota
Muriel Tapman	Washington, D.C.
Francis Tuttle	Stillwater, Oklahoma
Benjamin C. Whitten	Baltimore, Maryland

EXHIBIT B

SEMINAR AGENDA

1976 National Leadership Seminar for
Administrators of Vocational Education in Large Cities

"Developing the Leadership Potential of
Urban Vocational Education Administrators"

Purpose

Chief administrators of vocational education programs in major cities and their supervisory staffs are in a vital position to shape and affect the quality of instructional programs under their jurisdiction. Their leadership effect is not only centered in the public school but is sought after by manpower related institutions and agencies in the area which they serve. These leaders are a critical link in the manpower delivery chain across the country. The purpose of the seminar is to upgrade the capabilities of administrative and supervisory personnel in large cities in critical areas related to performing their roles.

Seminar Objectives

The objectives of the 1976 National Leadership Seminar for Administrators of Vocational Education in Large Cities to:

1. Clarify and define the role of the city director in curriculum development.

2. Clarify and define the role of the city director in instructional improvement.

3. Clarify and define the role of the city director in personnel development for leadership.

4. Clarify and define the role of the city director in influencing policies, decisions, and top management.

5. Increase awareness of present and anticipated social/economic/political changes in large urban areas and the implications of these changes for vocational education leaders.

1976 National Leadership Seminar for
Administrators of Vocational Education in Large Cities

"Developing the Leadership Potential for
Urban Vocational Education Administrators"

The National Center for Vocational Education
and
Stouffer's University Inn
Columbus, Ohio
March 28-31, 1976

Sunday, March 28, 1976

7:00 p.m. - 9:00 p.m.	REGISTRATION AND HOSPITALITY HOUR Hospitality Hour sponsored by Digiac Corporation, Smithtown, New York. Your host--Vince Randazzo	Buckeye Room (Stouffer's University Inn)

Monday, March 29, 1976

7:30 a.m. - 8:15 a.m.	REGISTRATION	CVE* Conference Room 1-A
8:15 a.m.	FIRST GENERAL SESSION Presider: Benjamin C. Whitten Executive Director for Vocational Education Baltimore City Public Schools WELCOME TO THE BUCKEYE STATE . . . COLUMBUS . . . AND THE CENTER Byrl R. Shoemaker, State Director of Vocational Education, Ohio John Ellis, Superintendent of Columbus City Schools Robert E. Taylor, Director The Center for Vocational Education SEMINAR EVALUATION Kay Adams/Mark Newton The Center for Vocational Education	

*The Center for Vocational Education

REIMBURSEMENT PROCEDURES

Bob McKitrick
The Center for Vocational Education

9:15 a.m. CHANGING CONDITIONS IN THE NATION'S LARGE CITIES

Louis H. Masotti, Director
Center for Urban Affairs
Northwestern University
Evanston, Illinois

10:15 - 10:30 a.m. Coffee Break

10:30 a.m. Topic A: The Role of the City Director in Curriculum Development

Bertran Wallace, Director of Occupational and Continuing Education
Yonkers Public Schools
Yonkers, New York

Jerry Olson, Superintendent
Pittsburgh Public Schools
Pittsburgh, Pennsylvania

Charles E. Adwell, Coordinator of Vocational Program Development and Planning
Nashville Metropolitan Public Schools
Nashville, Tennessee

11:30 a.m. Topic B: The Role of the City Director in Instructional Improvement

David Berryman
Director of Vocational Education and President, NCLA
Springfield, Missouri

George Quarles, Chief Administrator
Center of Career and Occupational Education
City of New York, New York

Casmira DiScipio, Home Economics
Supervisor
Cleveland Public Schools
Cleveland, Ohio

12:30 p.m. Lunch at The Center

WORKSHOP GROUPS

1:15 p.m. Topic A: The Role of the City Director in Curriculum Development

Group I	Chairman:	Ted Kimbrough	Conference Room 1-A
	Recorder:	Clark Allen	1960 Kenny Road
Group II	Chairman:	Jimmy Bales	Conference Room 1-B
	Recorder:	Richard Bacon	1960 Kenny Road
Group III	Chairman:	Stanley B. Cohen	Conference Room 1-C
	Recorder:	Louis J. Bazzetta	1960 Kenny Road

Topic B: The Role of the City Director in Instructional Development

Group I	Chairman:	Raymond J. Sacks	Conference Room 1
	Recorder:	Joseph Bonitatebus	1900 Kenny Road
Group II	Chairman:	Dan Fahrlander	North Auditorium
	Recorder:	T. Gardner Boyd	1900 Kenny Road
Group III	Chairman:	Donald V. Healas	South Auditorium
	Recorder:	Thomas W. Hodgson	1900 Kenny Road

4:00 p.m. Adjourn (Dinner Individually Arranged)

7:30 p.m. AN EVENING AT THE CENTER (Optional)

Presider: Shelby Price, Deputy Director, The Center for Vocational Education — Conference Room 1-A

OVERVIEW OF THE CENTER BY DIVISION

Evaluation Division	N. L. McCaslin
Research & Development Division	Don Findlay
Personnel Development Division	Shelby Price
Special Projects Division	Dallas Ator
Information & Field Services Division	Joel Magisos

8:30 p.m. and 9:00 p.m. CENTER SHOWCASE

(All of the following Center projects will be discussed twice. Choose one to attend at 8:30 and another at 9:00 p.m.)

Bureau of Indian Affairs Project Art Terry	Conference Room 1-B 1960 Kenny Road
Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education Robert Norton	Conference Room 1-C 1960 Kenny Road
Vocational Education for Juvenile Delinquency Prevention and in Corrections Pat Cronin	North Auditorium 1900 Kenny Road
Kentucky Advisory Committee Evaluation System N. L. McCaslin	South Auditorium 1900 Kenny Road
Metric Education Instructional Materials for Vocational, Technical, and Adult Education Gloria Cooper	Conference Room 1 1900 Kenny Road

9:30 p.m. Adjourn (Bus to Stouffer's)

Tuesday, March 30, 1976

8:30 a.m. SECOND GENERAL SESSION — Conference Room 1-A

Presider: Fred Ricketts, Director
Practical Education Department
Columbus Public Schools

Topic C: The Role of the City Director in Personnel Development for Leadership

Robert Kerwood, Director of Professional Personnel Development
Arizona State Department of Education

N. Alan Sheppard, Associate Professor of Vocational and Technical Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Edward G. Hill, Director
North Campus Suburban Hennepin County Vocational-Technical Institute
Brooklyn Park, Minnesota

9:30 a.m. Coffee Break

9:45 a.m. Topic D: The Role of the City Director in Influencing Policies, Decisions, and Top Management

Lyle Sorum, Assistant Superintendent
Fargo Public Schools
Fargo, North Dakota

Milton Bins, Senior Associate
Council of the Great City Schools
Washington, D.C.

Paul Briggs, Superintendent
Cleveland Public Schools
Cleveland, Ohio

10:45 a.m. Stretch Break

11:00 a.m. NATIONAL LARGE CITIES SURVEY

Daniel E. Koble, Jr., Research Specialist
The Center for Vocational Education

11:30 a.m. PARTNERS IN VOCATIONAL EDUCATION

Gordon Schempp, General Customer Services
Supervisor. The Northwestern Bell
Telephone Company
Omaha, Nebraska

12:00 noon Lunch at The Center

WORKSHOP GROUPS

1:00 p.m. Topic C: The Role of the City Director in Personnel Development for Leadership

Group I	Chairman:	Jerline Kennedy	Conference Room 1-A
	Recorder:	Robert Hughey	1960 Kenny Road
Group II	Chairman:	Charles Moore	Conference Room 1-B
	Recorder:	Edward Cooke	1960 Kenny Road
Group III	Chairman:	John F. Standridge	Conference Room 1-C
	Recorder:	Daniel A. Spaight	1960 Kenny Road

Topic D: The Role of the City Director in Influencing Policies, Decisions, and Top Management

Group I	Chairman:	Virginia Lamb	Conference Room 1
	Recorder:	William E. Martin	1900 Kenny Road
Group II	Chairman:	W. A. McGinnis	North Auditorium
	Recorder:	Clifford D. Moses	1900 Kenny Road
Group III	Chairman:	Charles F. Nichols	South Auditorium
	Recorder:	Robert Nagle	1900 Kenny Road

3:40 - 5:30 p.m. Tour of Southeast Area Career Centers, Columbus, Ohio

4:00 - 5:30 p.m. Tour of OSU Vocational Education Curriculum Centers (Ag., D.E. and T. & I.)

5:30 p.m. Dinner (Individually Arranged)

7:00 - 9:00 p.m.	NALCDVE ASSOCIATION MEETING AND DISCUSSION OF NEW LEGISLATION	Stouffer's University Inn Buckeye Room
	Presider: Benjamin C. Whitten President, NALCDVE	
	William Pierce, Deputy Commissioner Occupational and Adult Education, USOE	
	Lowell Burkett, Executive Director, AVA	
	Reginald Petty, Executive Director National Advisory Council for Vocational Education	

Wednesday, March 31, 1976

8:30 a.m.	THIRD GENERAL SESSION	Canterbury Room (Stouffer's University Inn)
	Presider: Ronald Detrick Director, Career Education San Diego City Schools San Diego, California	
	SYNTHESIZED GROUP REPORTS	
	Topic A Position Paper Stanely B. Cohen Topic B Position Paper Dan Fahrlander Topic C Position Paper Jerline Kennedy Topic D Position Paper Charles F. Nichols	
9:30 a.m.	Coffee Break	
9:45 a.m.	EMERGENCY DISASTER PLANS FOR VOCATIONAL SCHOOLS	
	Russell R. Dynes, Co-Director Disaster Research Center The Ohio State University	
10:15 a.m.	SAFETY PROGRAMS FOR VOCATIONAL SCHOOLS	
	Charles E. Campbell, Assistant Director Education and Training Department Division of Safety and Hygiene Columbus, Ohio	

10:45 a.m. THE FUTURE OF VOCATIONAL EDUCATION IN LARGE CITIES*

B. J. Stamps, Assistant Superintendent
Instructional Services
Dallas Independent School District
Dallas, Texas

*(This presentation was developed in collaboration with Dr. Nolan Estes, Superintendent of Schools, Dallas, Texas.)

11:45 a.m. Adjourn

EXHIBIT C

PROGRAM PRESENTERS AND PARTICIPANTS

PROGRAM PARTICIPANTS,

PRESENTERS, AND PRESIDERS

Kay Adams, Graduate Research Associate
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

Charles Adwell
Vocational Program Development and Planning
Nashville Metropolitan Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

Clark Allen
Occupational Education Coordinator
Local District No. 1
253 Prairie Avenue
Cheyenne, Wyoming 82001

Dallas Ator, Associate Director
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

Donald Averill, Director
Career Education
Huntington Beacon Union High School District
5201 Bolsa Avenue
Huntington Beach, California 92647

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